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ABSTRACT

The National Task Bank of 547 tasks in the public welfare field was developed from tasks written by eight states and by the Social and Rehabilitation Service. This document describes the background and development of the bank and outlines the procedures used. The task bank illustrates 13 functional categories of data, people, and things for welfare agency personnel including professional social workers, paraprofessionals, and administrative and clerical workers. Within each category tasks were organized into subcategories based on content and work flow and were coded for identification purposes, not for level of work. The bulk of the document consists of the task statements in a form similar to that of the Upjohn Task Bank cards. The bank does not provide complete coverage of the field. State agencies may need to develop new tasks or modify those in the bank to fit their specific situations. Related documents are available as VT 020 662 and VT 020 663 in this issue.

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U.S. DEPARTMENT OF HEALTH,
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NATIONAL TASK BANK

TASKS IN SOCIAL WELFARE AND REHABILITATION
SERVICES - ADMINISTRATION - MONEY PAYMENTS

FIRST EDITION
April 1973

Prepared for SRS
by
W.E. Upjohn Institute for
Employment Research
Contract SRS-72-25

U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
SOCIAL AND REHABILITATION SERVICE
OFFICE OF MANPOWER DEVELOPMENT AND TRAINING

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BACKGROUND & DEVELOPMENT

General Background:

The National Task Bank of 547 tasks in the public welfare field, arranged in 13 categories, was developed from the tasks contributed by 8 states (South Carolina, Oregon, New Mexico, Wisconsin, Michigan, Utah, Ohio, Iowa), by the Assistance Payments (APA) and the Community Services (CSA) Administrations of the U.S. Department of Health, Education, and Welfare, Social and Rehabilitation Services (SRS). These organizations have all been specifically concerned with the introduction of paraprofessionals into their organizational and service delivery programs, as well as a more effective use of their professionally trained workers.

Over the past several years, middle management workers in thirty states have received training in the systems approach and Functional Job Analysis through the W.E. Upjohn Institute's course, "A Systems Approach to Task Analysis and Job Design." In addition, many of the states, especially those listed above, have received technical assistance in writing and analyzing task statements generated from their own operations.

In 1970-71, in order to provide a tangible example of the result of implementing the training and to assist in the training itself, the Upjohn Institute developed a Task Bank of Selected Tasks from the Social Welfare Field, to illustrate the functional categories of Data, People, and Things, described in "Introduction to Functional Job Analysis: A scaling of Selected Tasks from the Social Welfare Field." This Task Bank served as a model for the states in development of their own task banks. This they proceeded to do, with, of course, much overlapping, since initially it was felt that too much coordination would only interfere with an individual state's activity. It was furthermore felt, and it indeed proved to be so, that there was something to be learned from the different points of view a number of states might use in analyzing the same operations.

During the summer of 1971, both the intensified interest and activity of the states in task writing and the need of SRS for basic information in its program for the differential use of manpower in the welfare industry resulted in a decision by SRS to consider the development of a National Task Bank with the assistance of the Upjohn Institute. It thereupon called a meeting of representatives from 10 states and their respective

regional offices involved, in Washington, D.C., to consider the feasibility and desirability of implementing the decision. This meeting was held on November 16 and 17, 1971.

It was agreed that the National Task Bank was desirable, and that the states would send in their tasks to Upjohn for the purpose of editing and review. Subsequently, SRS contracted with the Upjohn Institute for the development of the National Task Bank, using material developed by the states. The contract became effective March 2, 1972.

Procedure:

In March, 1972, SRS requested, through the regional offices, that the states submit their tasks to SRS for inclusion in the selecting and editing process for the National Task Bank. These tasks were subsequently delivered to the Upjohn Institute.

During this same period, the Upjohn Institute conducted a Reliability Study to determine the amount and type of consensus among editors in various states, and provide a point of reference for editing and selecting tasks from individual states. The study consisted of 15 task statements, divided into two sections. Editors were asked to rate the first 10 tasks, referring to the Upjohn Benchmarks and using their own knowledge and experience in the field. For the last five tasks, they were asked to edit, rate, and develop Performance Standards and Training Content for each task.

The analysis of the information in the Reliability Study provided the material for the development of the Editing Manual.

In April, 1972, the Upjohn staff, with the help of James Phipps (on detail from Office of Manpower Development and Training (OMDT)) completed the initial sort of the tasks received into broad program areas. These tasks were then submitted to a detailed comparison to consolidate those with face similarity and identify those with substantive differences. The detailed comparison facilitated the initial selection of tasks to be edited within each broad program area or category. This selection was based upon the available material and the applicability of the content of the tasks to a variety of users.

Initially, the editing of the selected tasks was done by several editors, as well as by group consensus. Unfortunately, group editing is a very time-consuming method, and, because of unavoidable delays in fulfilling the contract, the group editing method was not used for the majority of the tasks. However, there was a great deal of informal consultation, during which consensus was reached on differences.

Aaron Goldstean (on detail from APA) assisted in the group editing of the tasks pertaining to Income Maintenance.

Once all the tasks were edited, the Upjohn Staff, and James Phipps (OMDT) reviewed them in relation to the original broad categories established in the initial sort, to develop the categories listed in the Table of Contents. Within each category, the tasks were organized into sub-categories based on similarity of content and work flow. This organization is an attempt at a logical, usable system, which reflects both the task material available and the realities of the work structures. It is strictly empirical, and should not be interpreted as an attempt to suggest how work should be organized in a welfare agency. Neither is the listing of categories and sub-categories a complete coverage of the welfare field. It is anticipated that the listing will be changed as tasks are added and greater coverage achieved. It is also anticipated that several other organizations of the data will be feasible.

A coding procedure for identification purposes was developed, and each task was coded by category, sub-category, and unique number within the sub-category. Like the organization of the material, this procedure allows for inclusion of new tasks and deletion of those which may not be applicable within specific organizations.

One copy of the National Task Bank and one copy of the Editing Manual were delivered to HEW/SRS on August 15, 1972, to be reproduced and distributed to the states for review and comment.

On November 13, 1972, the Social and Rehabilitation Service of the Department of Health, Education, and Welfare delivered the material to be included in the Final Review of the National Task Bank. Participating in the Final Review Group were Evelyn Green, Community Services Administration, James Phipps, Office of Manpower Development and Training, and Sidney A. Fine, Maret F. Hutchinson, and Ann M. Holt of the Institute staff. Each section of the National Task Bank was submitted to a detailed review by a group member, who integrated the comments from the states and presented changes and modifications to the group for discussion and consensus. The Editing Manual was reviewed and revised in relation to the group's experience with the editing process.

On February 28, 1973, one copy of the National Task Bank and three copies of the Editing Manual were delivered to HEW/SRS, in compliance with contract requirements.

ORGANIZATION

Table of Contents:

The Table of Contents of the National Task Bank was developed for the following reasons: First, to provide a point of reference for, and to facilitate the review of the Task Bank by those who had contributed their tasks, and second, to provide SRS with a broad idea of the kinds of work and service areas which had been analyzed. This identification would enable future projects to focus on areas which have not been covered or analyzed, or which have been covered inadequately.

Please note that the development of a Table of Contents by an ad hoc group is inconsistent with the theories and principles of Functional Job Analysis, which looks at work not in terms of titles or positions, but in terms of functional levels and orientation. In no case do we mean to suggest that the tasks in a particular section are performed only by workers with titles associated with the title of that section. Tasks in the Social Work section are not performed only by Social workers, nor are those in the clerical section performed exclusively by clerical personnel.

Format:

- A. Tasks are presented on a form similar to that of the Upjohn Task Bank cards, except that the holes for punch coding are not shown.
- B. Coding: Tasks are coded in the upper right-hand corner, in the box labeled, "Task No.".

EXAMPLE: Task No. A.A.1

- A. (first letter) = category (Administration)
- A. (second letter) = sub-category (Program Planning and Development) of category (Administration).
- 1 (number) = unique number of task within sub-category.

The letters and numbers do not indicate importance or complexity of the task. They are only for identification purposes. Thus, the task coded A.A.1 is not necessarily more important or more complex than the task coded A.B.2.

During the Final Editing process, some tasks which were obvious duplications were deleted from the Final copy of the National Task Bank. We did not re-code the tasks, so reference to the draft copy to ascertain modifications and deletions can be made by unique code number. There are, therefore, gaps in the numbering of tasks within sub-sections.

C. Identification/ Location: The Table of Contents is a list of categories and sub-categories of the tasks in the National Task Bank. To find a specific task in the National Task Bank:

1. Search the Table of Contents for the category and sub-category which best fits the particular situation.
2. Locate that category or sub-category by code (Upper right-hand corner of Task Statement Blank in box labeled, "Task No.").
3. Read through the tasks in the sub-category to find the one which best fits the situation.

Note that there is some overlap among the categories and sub-categories. That is, there are some Clerical tasks in the Income Maintenance/APA category, etc.

USERS OF THE NATIONAL TASK BANK

The National Task Bank can be used by many people to provide information for the solution of Manpower problems:

- SUPERVISORS-in evaluating performance, assigning tasks.
- TRAINERS -in identifying needs and developing curricula.
- MANAGERS/ADMINISTRATORS
-in developing staffing patterns
- JOB DESIGNERS
-in developing career ladders and lattices, and restructuring assignments.
- PERSONNEL OFFICERS
-in interviewing job applicants.
- CLASSIFICATION SPECIALISTS
-in classifying jobs for pay purposes.

The National Task Bank does not provide complete coverage of the field, nor is every task written in the way that an individual state will find most usable. Individual users must recognize that the tasks in the National Task Bank were edited without a knowledge of the objectives to which they would contribute and without knowledge of the complexity of forms, SOP's, manuals, guidelines, etc., involved in the tasks. Editors in the field will need to develop new tasks and modify or adjust those in the National Task Bank to fit their specific needs and situation.

This need for individual adjustments will be particularly evident with regard to the GED levels of Reasoning, Math, and

size, and information requirements of forms, complexity of SOP's, manuals, and guidelines, made it impracticable to reliably assign GED levels from the information in some of the tasks.

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REFERENCES

The following reference materials may be useful in understanding and using the National Task Bank.

1. Fine, Sidney A., and Wretha W. Wiley, An Introduction to Functional Job Analysis: A Scaling of Selected Tasks from the Social Welfare Field, W.E. Upjohn Institute for Employment Research, c. 1971.

Describes the theoretical framework and procedures of FJA. In addition, provides the seven Functional Job Analysis Scales and the illustrative benchmark tasks.

2. Editing Manual, U.S. Department of Health, Education, and Welfare, Social and Rehabilitation Service, Contract no. 72-25. February, 1973.

Provides guidelines for editing tasks written according to the principles and techniques of FJA. It is intended for use by persons trained and competent in FJA task analysis. It is not intended as introductory material.

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SRS 72-25
-NATIONAL TASK BANK-

Administration:

- A. Program Planning and Development
- B. Fiscal/Budget Planning and Management
- C. Staff Assignments, Direction, and Evaluation
- D. Community Relations
- E. Negotiation

Staff Development/Training:

- A. Planning
- B. Curriculum Development
- C. Promoting Training
- D. Training
- E. Testing/Evaluation

Research and Statistics:

- A. Planning
- B. Developing Methodology/Instruments
- C. Data Collection/Compilation
- D. Analyses/Computations
- E. Report Writing

Program Areas:

- A. Adoptions
- B. Group Work
- C. Protective Services
- D. Homemaker Services
- E. Day Care/Child Development
- F. Family Counseling
- G. Foster Care

Social Work: Generic Sequence:

- A. Receiving/Processing Referrals
- B. Determining Need/Eligibility for Services
- C. Reporting/Maintaining Case Records
- D. Giving Information
- E. Obtaining Information from Collateral Sources
- F. Formulating/Developing Service Plan
- G. Reaching Agreement with Client/Involving Client in Formulation of Service Plan
- H. Service Plan Implementation and Follow-up
- I. Organizing Community Resources

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Supervisory:

- A. Induction/Orientation
- B. Providing On-the-Job Training
- C. Conducting/Attending Staff Meetings
- D. Making Assignments/Work Flow Planning
- E. Consulting with Subordinates
- F. Performance Evaluation/Maintaining Production Standards
- G. Reporting
- H. Leave, Hours
- I. Terminations
- J. Mediating Disputes

W.I.N.:

- A. Criteria/Procedure for Selection of Trainees
- B. Identification/Screening of Clients
- C. Selection/Referral to W.I.N.
- D. Support Services for Trainees
- E. Counseling
- F. Administration/Management of Program

Direct Services:

- A. Interviewing
- B. Translating/Bilingual
- C. Coaching
- D. Referral
- E. Home Management
- F. Reporting/Recording

Volunteers:

- A. Planning
- B. Recruitment
- C. Assignment Supervision
- D. Referral

Legal:

- A. Agency Fair Hearings
- B. Employee Grievance
- C. Compliance Issues
- D. Contracts

F.J.A.:

- A. Observation/Interview
- B. Analysis
- C. Recording/Filling out Forms

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- A. Record Keeping/Verifying, Bookkeeping, Accounting
- B. Writes/Fills in Forms
- C. Typing
- D. Stenographic/Shorthand
- E. Filing/Assembling Materials
- F. Mailing/Routing
- G. Communications/Receptions
- H. Data Collection/Compiling
- I. Inventories/Acquisitions

Income Maintenance/Assistance Payments (APA):

- A. Reception/Intake
- B. Data Control
- C. Obtaining Information/Collateral
- D. Explaining Need for/Scheduling Special Appointments
- E. Determine Eligibility/Status of Case/Amount of Grant
- F. Inform Client of Eligibility/Status/Grant
- G. Reporting/Completing Forms
- H. Fair Hearings
- I. Community/Outreach

ADMINISTRATION

(A)

- A. Program Planning and Development
- B. Fiscal/Budget Planning and Management
- C. Staff Assignments, Direction, and Evaluation
- D. Community Relations
- E. Negotiation

Data	People	Things	Data	People	Things	INSTR.	Reas.	Math.	Lang.	TASK NO.
W.F.	LEVEL		W.F.	- ORIENTATION			G.	E.	D.	
5A/B	1A	1A	-90%	5%	5%	6	5	4	5	A.A.1
GOAL: OBJECTIVE: TASK: Reviews/Evaluates/Integrates program development and implementation activities of Department Sub-systems, drawing on performance review of objectives, including data on time, money, and manpower, in order to develop action plan for Department-wide administrative, management and job design system.										
PERFORMANCE STANDARDS						TRAINING CONTENT				
<u>Descriptive:</u> - Plan is clear, concise, complete. - Plan is logical and implementable with reasonable speed. - Changes are cost-benefit sound. <u>Numerical:</u> - Deputy Commissioner-Commissioner do not disapprove plans/modifications. - Project completed on schedule.						<u>Functional:</u> - Knowledge of principles, theory, and practice of organizational analysis/management. - Knowledge of philosophy, theory and methodology of personnel administration. - How to evaluate inferential and descriptive statistics. <u>Specific:</u> - Knowledge of Department and major sub-system purpose, goals, objectives, and activities. - Knowledge of program results expected, resources required and available, and time frame. - Knowledge of Department format for system approach to Functional Job Analysis.				

Data	People	Things	Data	People	Things	INSTR.	Reas.	Math.	Lang.	TASK NO.
W.F. - LEVEL			W.F. - ORIENTATION			G. E. D.				
5A	1A	1A	90%	5%	5%	5	5	3	5	A.A.2
GOAL:						OBJECTIVE:				
TASK: Defines purpose, goals, objectives of service sub-system on the basis of analysis of needs/problems, community values, resources and constraints; determines/writes methods and procedures to carry out objectives; develops/writes methods and procedures, drawing on own experience and analysis of community needs and problems, and working on basis of general directive from management, in order to develop operating plans for a particular service program.										
PERFORMANCE STANDARDS						TRAINING CONTENT				
<u>Descriptive:</u> - Methods and procedures are clear, comprehensible, and consistent in pulling all parts of system together. - Operating plans are within existing personnel patterns capacities. - Analysis is complete and accurate. <u>Numerical:</u> - Plans are submitted without exceeding time limit. - No complaints because plan is inaccurate, incomplete, or inconsistent.						<u>Functional:</u> - Knowledge of Organizational Analysis theory and practice; systems approach. - How to research/analyze written data. - How to prepare written procedures and methods. <u>Specific:</u> - Knowledge of Federal/State/Agency regulations governing social services programs. - Knowledge of the State plan for services.				

Data	People	Things	Data	People	Things	INSTR.	Reas.	Math.	Lang.	TASK NO.
W.F. - LEVEL			W.F. - ORIENTATION							
5B	1A	1A	90%	5%	5%	6	5	4	5	A.A.3
GOAL:						OBJECTIVE:				
TASK: Determines/Decides/Composes scope of activity, method of implementation and results expected, time frame, and staff and budget allocations of service plans, in order to prepare plan for improvement of existing programs and initiation of new programs.										
PERFORMANCE STANDARDS						TRAINING CONTENT				
<u>Descriptive:</u> - Plan is relevant, clear, concise, and feasible. <u>Numerical:</u> - Commissioner/administrative head approves plan. - No more than x% cost overrun in each budget category. - No more than x% of unit heads complain that breakdowns are unrealistic and/or plan is incomplete, unclear, or imprecise.						<u>Functional:</u> - How to define objectives, scope of work, manpower requirements of program improvement/initiation. - How to determine time, manpower, money requirements, and constraints. <u>Specific:</u> - Knowledge of local constraints in relation to goals of project. - Knowledge of project; e.g., results expected, resources required, time frame, etc. - Knowledge of SOP for writing project plans.				

Data	People	Things	Data	People	Things	INSTR.	Reas.	Math.	Lang.	TASK NO.
W.F.	LEVEL		W.F.	- ORIENTATION				G. E. D.		
5B	1A	1A	90%	5%	5%	5	5	3	5	A.A.4
GOAL:						OBJECTIVE:				
TASK: Selects/Modifies/Writes administrative policies/procedures that integrate policies/procedures from administrative/subordinate levels in department/organization, in order to initiate common administrative procedures and information systems.										
PERFORMANCE STANDARDS						TRAINING CONTENT				
<u>Descriptive:</u> - Prepared policies/procedures are relevant, clear, concise, and complete. - Changes/modifications made are necessary and represent improvement over existing structure. <u>Numerical:</u> - Less than <u>x</u> % complaints regarding clarity, relevance, completeness and accuracy. - Less than <u>x</u> % complaints of unnecessary/unneeded changes in policy and procedure.						<u>Functional:</u> - How to evaluate information and convey to others in writing. - Ability to plan, organize, and conceptualize work. <u>Specific:</u> - Knowledge of roles/relationships of department/units. - Knowledge of agency philosophy and S.O.P.				

Data	People	Things	Data	People	Things	INSTR.	Reas.	Math.	Lang.	TASK NO.
W.F. - LEVEL			W.F. - ORIENTATION				G. E. D.			
5B	1A	1A	90%	5%	5%	6	5	3	5	A.A.S.
GOAL:						OBJECTIVE:				
TASK: Develops/writes proposal outlining administrative mechanisms/procedures for effecting inter-departmental agreements/consolidations/reallocations of resources, utilizing own knowledge and manuals/purpose statements of own and similar agencies and organizations within state structure, in order to initiate planning for the better utilization of resources (money and manpower) and to reduce program overlap.										
PERFORMANCE STANDARDS						TRAINING CONTENT				
<u>Descriptive:</u> - Proposal is clear, concise, complete, and feasible/practical. - Suggested changes are logical, well documented, and conform to the varied purposes / goals of the several agencies. <u>Numerical:</u> - Less than x % of agency directors/representatives complain of lack of completeness, accuracy, practicality. - No aspect of proposed changes is lacking documentation/support.						<u>Functional:</u> - How to evaluate, analyze, extract information, and how to convey to others in written format. - Ability to plan, organize and conceptualize work. <u>Specific:</u> - Knowledge of S.O.P.s and philosophies of all agencies/programs involved in proposal. - Knowledge of roles and inter-relationship of all involved agencies and programs.				

Data	People	Things	Data	People	Things	INSTR.	Reas.	Math.	Lang.	TASK NO.
W.F. -- LEVEL			W.F. -- ORIENTATION					G. E. D.		
5A	1A	1A	90%	5%	5%	5	5	3	4	A.A.6
GOAL:						OBJECTIVE:				
TASK: Reviews/Evaluates agency hiring policy for supervisory positions in relation to agency needs and requirements and state and federal regulations, and modifies existing policy, in order to satisfy agency needs and requirements, and federal/state regulations.										
PERFORMANCE STANDARDS						TRAINING CONTENT				
<u>Descriptive:</u> - Policy is complete, consistent, clear, and reflects needs and philosophy of the agency. - Policy is consistent with state and federal regulations. <u>Numerical:</u> - No more than <u>x</u> number of complaints that policy is unclear, inconsistent, or unfair. - All policy is consistent with applicable state and federal regulations.						<u>Functional:</u> - How to evaluate agency needs, guidelines, procedures, requirements, and organizational information. <u>Specific:</u> - Knowledge of agency structure, needs, requirements, philosophy. - Knowledge of applicable state and federal regulations.				

Data	People	Things	Data	People	Things	INSTR.	Reas.	Math.	Lang.	TASK NO.
W.F. - LEVEL			W.F. - ORIENTATION							
5A	1A	1A	90%	5%	5%	6	5	3	5	A.A.7
GOAL:						OBJECTIVE:				
TASK: Develops/Plans/Outlines methods for involving community residents in social service programs, drawing on analyses of their needs, personal characteristics, and geographical location, within the framework of the agency's priorities and available resources, in order to establish an intervention strategy in regard to a particular target population.										
PERFORMANCE STANDARDS						TRAINING CONTENT				
<u>Descriptive:</u> - Analyses reflect accurate assessment of agency's/consumer's needs and federal/state regulations. - Plan is feasible. <u>Numerical:</u> - Preparation of plan completed by <u>x</u> date. - Less than x% complaints regarding lack of accuracy/relevance/consistency and appropriateness. - No error in following federal/state policy.						<u>Functional:</u> - How to organize and relate information on needs to resources and priorities. - Knowledge of methods for motivating citizen action on community issues. <u>Specific:</u> - Knowledge of functional units' responsibilities and agency's purpose. - Knowledge of community resources, their purpose/function. - Knowledge of federal/state regulations/policies governing agency procedures. - Knowledge of community: geographic, needs of residents.				

Data	People	Things	Data	People	Things	INSTR.	Feas.	Math.	Lang.	TASK NO.
W.F.	LEVEL		W.F.	-	ORIENTATION			G. E. D.		
4	1A	1A	90%		5%	4	5	3	4	AA.8
GOAL:										
OBJECTIVE:										
TASK: Reviews/Assesses data on annual community needs in relation to funds available, using information compiled by staff, board members, and clients, in order to determine priorities for allocation of funds.										
PERFORMANCE STANDARDS						TRAINING CONTENT				
<u>Description:</u> - Assessment and conclusions are consistent with available data. <u>Numerical:</u> - Less than x number of complaints concerning relative allocation of funds.						<u>Functional:</u> - How to evaluate information, relating it to a specific problem. - How to relate resources to needs. <u>Specific:</u> - Knowledge of parameters of agency and community resources. - Knowledge of agency philosophy regarding priorities. - Knowledge of community needs				

Data	People	Things	Data	People	Things	INSTR.	Reas.	Math.	Lang.	TASK NO.
W.F. - LEVEL			W.F. - ORIENTATION					G. E. D.		
4	1A	1A	80%	10%	10%	4	4	4	4	A.A.9
GOAL:						OBJECTIVE:				
TASK: Examines/Evaluates available data, (demographic information, reports from consumer group, etc.) relating to a particular population, in relation to services available, in order to determine what additional services are needed by target population.										
PERFORMANCE STANDARDS						TRAINING CONTENT				
<u>Descriptive:</u> - Analysis is accurate and thorough. - Determination is consistent with available information. <u>Numerical:</u> - Less than x% complaints of lack of accuracy/thoroughness of evaluation. - Less than x number suggestions for changes in determination by Director/Assistant Director due to faulty analysis.						<u>Functional:</u> - How to interpret demographic data. - How to interpret/perform statistical analyses. - Knowledge of sampling and its limits. <u>Specific:</u> - Knowledge of target population. - Knowledge of data: how collected, various biases. - Knowledge of services available.				

Data	People	Things	Data	People	Things	INSTR.	Reas.	Math.	Lang.	TASK NO.
W.F. - LEVEL			W.F. - ORIENTATION							
4	1A	1A	85%	5%	10%	5	5	3	5	A.A.10
GOAL:						OBJECTIVE:				
TASK: Reviews and evaluates information on delivery system methods, outputs, and activities, and service results, in relation to target population needs and characteristics, summarizing conclusions in brief outline, in order to identify gaps in local resources and possible improvements.										
PERFORMANCE STANDARDS						TRAINING CONTENT				
<u>Descriptive:</u> - Analysis is accurate and relevant. - Outline focuses on significant/specific areas. <u>Numerical:</u> - Outline preparation completed by x date. - Less than x number complaints of lack of accuracy/thoroughness/relevance/clarity of report. - Less than x number suggestions for changes in outline from Director/Assistant Director.						<u>Functional:</u> - How to relate general information to a specific problem. - How to interpret statistical analyses. - How to write reports/summaries. <u>Specific:</u> - Knowledge of service delivery approaches/models which best meet particular service needs. - Knowledge of target population: needs and characteristics.				

Data	People	Things	Data	People	Things	INSTR.	Reas.	Math.	Lang.	TASK NO.
W.F. - LEVEL			W.F. - ORIENTATION							
4	1A	1A	90%	5%	5%	3	3	1	4	A.A.11
GOAL:						OBJECTIVE:				
TASK: Examines/Evaluates community agency programs/resources in relation to personal knowledge and experience of service needs of adults in program, in order to decide/determine which community agencies/resources can be used to meet these needs.										
PERFORMANCE STANDARDS						TRAINING CONTENT				
<u>Descriptive:</u> . Evaluation is complete, accurate. . Resources chosen are relevant to client needs. <u>Numerical:</u> . Decision is made with <u>x</u> period of time. . Less than <u>x</u>% of clients complain that resources do not meet needs.						<u>Functional:</u> . How to evaluate resource in relation to specific needs. . How to read: agency manuals, programs, descriptions. <u>Specific:</u> . Knowledge of service needs of clients. . Knowledge of available resources.				

Data	People	Things	Data	People	Things	INSTR.	Reas.	Math.	Lang.	TASK NO.
W.F. - LEVEL			W.F. - ORIENTATION							
4	1A	2B	80%	5%	15%	5	5	4	4	A.B.1
GOAL: OBJECTIVE:										
TASK: Examines/evaluates prepared reports and financial statements with respect to anticipated monetary needs, budget allotments, and federal/state regulations, using own knowledge of statistical analysis and accounting procedures, and writes/composes report illustrating spending patterns, budget restrictions, and recommending change, in order to prepare report for presentation to Director.										
PERFORMANCE STANDARDS						TRAINING CONTENT				
<u>Descriptive:</u> .Evaluation is accurate and thorough. .Report is clear, accurate, thorough, ly oughly. - and recommendations are well supported and feasible. " or- <u>Numerical:</u> .No errors in content of report. .Director accepts X% of recommendations for change. .Changes put into effect as a result of recommendations create no unforeseen work flow or administration problems.						<u>Functional:</u> .How to evaluate fiscal information in relation to specific criteria. .How to operate calculator and adding machine. <u>Specific:</u> .Knowledge of budget allocations, needs, and state/federal regulations. .How to operate X type of calculator and adding machine. .Knowledge of Director: how best to present material to him.				

Data		People		Things		Data		People		Things		Instr.		Reas.		Math.		Lang.		TASK NO.	
W.F. - LEVEL						W.F. -		ORIENTATION								G. E. D.					
4	4A	1A	45%	50%	5%	4	5	4	4												A.B.2
GOAL:																					
OBJECTIVE:																					
TASK: Talks with Directors/ answers questions, explaining present budget, spending trends, etc., based on previous analysis and knowledge of agency S.O.P.; in order to inform and help them understand the current fiscal status.																					
PERFORMANCE STANDARDS											TRAINING CONTENT										
<u>Descriptive:</u> .Is open, perceptive, and respects and acknowledges other view points. .Answers questions to the group's satisfaction. .Speaks in a relaxed, friendly manner. .Explanation is clear, concise. <u>Numerical:</u> .No more than X complaints over X period of time from administrative staff about worker's inability to answer questions satisfactorily. .Over X period of time, no more than X complaints from staff in regard to worker's style/manner in dealing with them.											<u>Functional:</u> .How to communicate: explain information to/answer questions of a specific audience. .How to evaluate/relate general information to a specific situation. <u>Specific:</u> .Knowledge of agency budget, current fiscal status, spending patterns. .Knowledge of agency accounting policies and procedures. .Knowledge of special interests of Directors.										

Data	People	Things	Data	People	Things	INSTR.	Reas.	Math.	Lang.	TASK NO.
W.F. -- LEVEL			W.F. - ORIENTATION					G. E. D.		
5A	4A	1A	45%	50%	5%	6	5	4	4	A.R.3
GOAL: OBJECTIVE:										
TASK: Talks with/Listens to/Bureau Directors and program specialists final plans for a specific program, basing recommendations on knowledge of bureau S.O.P. and an extensive background of study and experience with accounting techniques, in order to help resolve problems of program financing.										
PERFORMANCE STANDARDS						TRAINING CONTENT				
<u>Descriptive:</u> . Is open, perceptive, and respects and acknowledges other viewpoints. . Answers questions to group's satisfaction. . Speaks in a relaxed, friendly manner. . Recommendations are clear, concise, and realistic.						<u>Functional:</u> . How to communicate: explain information to a specific audience. . How to evaluate/relate general information to a specific problem. . Knowledge of general accounting procedures. and fiscal management.				
<u>Numerical:</u> . No more than x number complaints, over x period of time, from administrative staff about worker's inability to answer questions satisfactorily. . Over x period of time, no more than x number complaints from staff in regard to worker's style/manner in dealing with them.						<u>Specific:</u> . Knowledge of specific program: methods of funding; state/federal regulations. . Knowledge of agency S.O.P., accounting procedures, and capabilities. . Knowledge of Bureau Directors and program specialists: abilities, needs, etc.				

Data		People		Things		Data		People		Things		INSTR.		Reas.		Math.		Lang.		TASK NO.	
W.F. -- LEVEL				W.F. - ORIENTATION																	
4	1A	2B	80%	5%	15%							4	4		4		4		4		A.B.4
GOAL:																					
OBJECTIVE:																					
TASK: Examines and evaluates information relating to agency financial needs upon request by the state office and the Board of Supervisors, using data provided by the state office and the county auditor, in order to prepare projected budgets for county share of public assistance.																					
PERFORMANCE STANDARDS											TRAINING CONTENT										
<u>Descriptive:</u> - Budget is feasible, clear. - Evaluation is complete, accurate. <u>Numerical:</u> - Less than x number complaints that budget is unclear or impracticable. - Budget computations are 100% complete and accurate.											<u>Functional:</u> - How to prepare/draw up budgets. - How to review/evaluate general fiscal information, relating it to a specific situation. - How to operate a calculator. <u>Specific:</u> - Knowledge of agency fiscal needs, methods, funding, amount of available resources. - Knowledge of format/requirements of projected budget. - Knowledge of how to operate x type of calculator.										

Data	People	Things	Data	People	Things	INSTR.	Reas.	Math.	Lang.	TASK NO.
W.F. - LEVEL			W.F. - ORIENTATION					G. E. D.		
5A	1A	1A	90%	5%	5%	5	5	4	5	A.B.5
GOAL:						OBJECTIVE:				
TASK: Makes changes, modifications, or adjustments in agency fiscal and accounting procedures, including controls for accountability that follow specified guidelines, in order to bring agency practice into compliance with state and federal regulations.										
PERFORMANCE STANDARDS						TRAINING CONTENT				
<u>Descriptive:</u> - Plans/Alternatives are clear, concise, and practical. - Procedures are compatible with information secured. - Procedures comply with state and federal regulations. <u>Numerical:</u> - All fiscal and accounting policies are brought into compliance or all that needs to be done to improve the situation from an administrative/supervisory point of view is included. - Proposed changes are in logical sequence and time limits have been set in <u>x</u> of steps to be taken.						<u>Functional:</u> - How to plan/organize a system or procedures to meet specific needs. <u>Specific:</u> - Knowledge of agency fiscal and accounting system; procedures, capabilities. - Knowledge of applicable state and federal regulations.				

Data	People	Things	Data	People	Things	INSTR.	Reas.	Math.	Lang.	TASK NO.
W.F. -- LEVEL			W.F. -- ORIENTATION			G. E. D.				
5A	1A	1A	90%	5%	5%	5	5	4	5	A.B.6
GOAL:						OBJECTIVE:				
TASK: Develops/Writes procedures and eligibility criteria for distributing county funds allocated for family emergency needs, considering existing policies and procedures, in order to provide a plan for allocating funds.										
PERFORMANCE STANDARDS						TRAINING CONTENT				
<u>Descriptive:</u> - Plan is feasible, clear, and realistic. - Eligibility requirements are fair and unambiguous. <u>Numerical:</u> - Less than x number items are unclear, or impossible to implement. - Less than x number complaints that eligibility requirements and procedures are unfair.						<u>Functional:</u> - How to plan/organize procedure requirements to meet a specific need. <u>Specific:</u> - Knowledge of amounts and limitations of allocated funds. - Knowledge of types of family emergency agencies, and amount needed to meet them.				

Data	People	Things	Data	People	Things	Reas.	Math.	Lang.	TASK NO.
W.F. - LEVEL	W.F. - ORIENTATION	W.F. - ORIENTATION	W.F. - ORIENTATION	W.F. - ORIENTATION	W.F. - ORIENTATION	INSR.	G. E. D.		
3B	1A	2B	70%	5%	25%	3	4	3	A.B.7

OBJECTIVE:

TASK: Categorizes/classifies information obtained from accounting reports regarding all assistance grant expenditures by agency, in order to determine what proportion of grant expenditures for what types of services and clients are made by separate units of agency.

PERFORMANCE STANDARDS

Descriptive:

- .Analysis is accurate and thorough.
- .Determination reached on the basis of analysis of data organized is accurate and thorough.
- .Methods used in analysis are clear and reasonably standard.

Numerical:

- .No more than X complaints from users that determination is based on erroneous, incomplete, or inaccurately calculated information.
- .No more than X complaints that others who need to use materials find them unclear or difficult to use.

TRAINING CONTENT

Functional:

- .How to do math involving fractions and percentages.
- .How to use adding machines and calculators.
- .How to categorize/organize items according to several general criteria.
- .How to read: Federal, State, County manuals, guidelines; legal statutes; financial/accounting reports.

Specific:

- .How to identify information in accounting reports.
- .How to use calculator provided.
- .Knowledge of particular federal, state, county, and agency regulations/guidelines applicable to grant expenditures.
- .Knowledge of accounting techniques required by agency, and by federal, state, and county grant provisions.

Data	People	Things	Data	People	Things	INSTR.	Reas.	Math.	Lang.	TASK NO.
W.F. - LEVEL			W.F. - ORIENTATION					G. E. D.		
4	2	1A	60%	35%	5%	4	4	3	4	A.C.1

GOAL:

OBJECTIVE:

TASK: Talks about/discusses the situation of paraprofessionals within the agency with them and other workers, asking questions about their acceptance by and integration into the agency, the suitability of their assigned tasks, and opportunities for growth, in order to obtain information needed to assess problems and progress.

PERFORMANCE STANDARDS

Descriptive:

- Information obtained is accurate and complete.
- Assessment is consistent with available data.
- Manner is perceptive, pleasant.

Numerical:

- Less than $\bar{x}$ of paraprofessionals report inaccurate assessment of their situation has been made.
- Less than $\bar{x}$ number complaints of workers manner over $\bar{x}$ period of time.

TRAINING CONTENT

Functional:

- How to evaluate and summarize survey-type information.
- How to communicate: asking questions, clarifying comments to obtain specific information.

Specific:

- Knowledge of agency's paraprofessional program: philosophy, assignments, attitudes, problems, and criteria for growth.

Data	People	Things	Data	People	Things	INSTR.	Reas.	Math.	Lang.	TASK NO.
W.F. - LEVEL			W.F. - ORIENTATION					G. E. D.		
4	1A	1A	90%	5%	5%	5	4	3	4	A.C.2

GOAL:

TASK: Examines/Evaluates actual outputs of organizational units in relation to expected outputs, in order to determine if/to what extent objectives are being met.

PERFORMANCE STANDARDS

Descriptive:

. Analysis is well organized, thorough, and determination is consistent with data.

Numerical:

. Less than x number complaints from units that output was inaccurately evaluated.

TRAINING CONTENT

Functional:

. Knowledge of how task outputs contribute to achievement of objectives.
 . How to analyze: actual output in relation to expected output.

Specific:

. Knowledge of specific objectives of program.
 . Knowledge of agency organization/structure: what comprises a unit.
 . Knowledge of expected outputs of each unit.

Data	People	Things	Data	People	Things	INSTR.	Reas.	Math.	Lang.	TASK NO.
W.F. -- LEVEL			W.F. - ORIENTATION							
5B	1A	1A	90%	5%	5%	5	4	3	5	A.C.3
GOAL:						OBJECTIVE:				
TASK: Reviews agency and system areas of responsibility, as reflected in the purpose, goals, and objectives of both the agency and the system, the agency table of organization, and knowledge of the capabilities of individual staff members, in order to decide upon assignments to staff members.										
PERFORMANCE STANDARDS						TRAINING CONTENT				
<u>Descriptive:</u> . Assignments are complete, clear, cover all areas of responsibility, and are appropriate to capabilities of staff. <u>Numerical:</u> . Less than x number complaints that assignment is inappropriate to capabilities of individuals or work units assigned function.						<u>Functional:</u> . How to organize work to be done, relating it to agency goals, objectives, and capabilities of staff. <u>Specific:</u> . Knowledge of agency purpose, goals, objectives, organization, areas of responsibilities, and capabilities of staff members.				

Data	People	Things	Data	People	Things	INSTR.	Reas.	Math.	Lang.	TASK NO.
W.F. - LEVEL			W.F. - ORIENTATION							
4	1A	1A	90%	5%	5%	5	4	3	4	A.C.4
GOAL:						OBJECTIVE:				
TASK: Reviews/Evaluates availability and qualifications of aides against patient needs referring to schedule and using own knowledge and experience of individuals' capabilities, in order to select escort for psychiatric patient for trip away from institution.										
PERFORMANCE STANDARDS						TRAINING CONTENT				
<u>Descriptive:</u> - Selection reflects good judgment. - No area is unnecessarily undermanned because of selection. <u>Numerical:</u> - Over <u>x</u> period of time, no more than <u>x</u> reports from drivers/hospitals visited/etc. that coverage furnished was not sufficient.						<u>Functional:</u> - How to assess whether or not a worker is capable of being a good escort. - How to assess manpower needs in a psychiatric nursing unit. <u>Specific:</u> - Knowledge of individual patients involved. - Knowledge of specific hospital requirements for an escort. - Knowledge of staff members: abilities, personalities, length of service, etc. - Knowledge of hospital staffing requirements.				

Data	People	Things	Data	People	Things	INSTR.	Reas.	Math.	Lang.	TASK NO.
W.F. -- LEVEL			W.F. -- ORIENTATION			G. E. D.				
4	1A	1A	90%	5%	5%	4	4	3	4	A.C.5
GOAL:						OBJECTIVE:				
TASK: Reviews/Evaluates area unit nursing staff reports, daily attendance reports, patient condition reports, in relation to hospital policy, in order to decide which employees to place on each ward.										
PERFORMANCE STANDARDS						TRAINING CONTENT				
<u>Descriptive:</u> . Ward staffing is balanced according to patient needs and institution's objectives.						<u>Functional:</u> . How to apply general criteria of ward staffing to specific situations.				
<u>Numerical:</u> . No more than <u>x</u> deviations from guidelines per <u>x</u> assignments made.						<u>Specific:</u> . How to interpret submitted reports. . Hospital/state regulations about overtime, job classifications, etc. . Knowledge of hospital guidelines for ward staffing.				

Data	People	Things	Data	People	Things	INSTR.	Reas.	Math.	Lang.	TASK NO.
W.F. - LEVEL			W.F. - ORIENTATION							
5B	5	1A	45%	50%	5%	5	5	3	4	A.C.6
GOAL:						OBJECTIVE:				
TASK: Explains to and discusses with supervisors agency policies and procedures on sharing work over and above normal work load necessary for achievement of objectives, in order to obtain their cooperation in accepting additional assignments.										
PERFORMANCE STANDARDS						TRAINING CONTENT				
<u>Descriptive:</u> - Explanation of S.O.P. and agency objectives are clear, complete, accurate. - Obtains cooperation of supervisors. <u>Numerical:</u> - Supervisors state that explanations are clear, complete, and accurate x% of time. - x% of supervisors report they understand necessity for accepting additional assignments.						<u>Functional:</u> - Knowledge of various leadership styles. <u>Specific:</u> - Knowledge of agency objectives and precedents for distributing overloads.				

Data	People	Things	Data	People	Things	INSTR.	Reas.	Math.	Lang.	TASK NO.
W.F. - LEVEL			W.F. - ORIENTATION							
4	4A	1A	40%	55%	5%	5	5	2	4	A.C.7
GOAL:						OBJECTIVE:				
TASK: Gives information and ideas to co-worker or other professional people seeking information or presenting a problem, on basis of own knowledge and experience in the field, in order to define/clarify purpose, policies, programs, and/or recommend a course of action.										
PERFORMANCE STANDARDS						TRAINING CONTENT				
<u>Descriptive:</u> - Suggestions, clarification, etc. are clear, concise and relevant. - Manner is tactful and pleasant. <u>Numerical:</u> - No more than x number complaints that information given was unclear, irrelevant. - No more than x number complaints regarding worker's manner.						<u>Functional:</u> - How to convey information relating it to a given situation. - How to evaluate information to identify problems, contradictions, etc. <u>Specific:</u> - Knowledge of the agency/departments: their purpose, goals, programs. - Knowledge of the individuals: their responsibilities, philosophy, etc.				

Data	People	Things	Data	People	Things	INSTR.	Reas.	Math.	Lang.	TASK NO.
W.F. - LEVEL			W.F. - ORIENTATION					G. E. D.		
4	4A	1A	45%	50%	5%	5	4	2	4	A.C.8

GOAL:

OBJECTIVE:

TASK: Discusses information on rules and regulations related to the merit system, specific work situations, problems, complaints, and suggestions with department heads and employees, in order for the staff to have a common understanding of this phase of Personnel Administration.

PERFORMANCE STANDARDS

Descriptive:

- . Presentation is complete, concise and clearly made.
- . Information is accurate and complete.

Numerical:

- . Over x time, x% of colleagues complain that worker digresses or gives unclear presentations.

TRAINING CONTENT

Functional:

- . How to convey/explain technical plans procedures, and rationale for different points to others.
- . Knowledge of personnel administration in a merit system.

Specific:

- . Knowledge of personnel records.
- . Knowledge of agency's resources to meet the needs of staff.
- . Knowledge of the merit rules.
- . Knowledge of specific audience's characteristics.

Data		People		Things		Data		People		Things		Instr.		Reas.		Math.		Lang.		TASK NO.	
W.F. - LEVEL		W.F. - LEVEL		W.F. - ORIENTATION		W.F. - ORIENTATION		W.F. - ORIENTATION		W.F. - ORIENTATION		W.F. - ORIENTATION		W.F. - ORIENTATION		W.F. - ORIENTATION		W.F. - ORIENTATION		W.F. - ORIENTATION	
4	4B	-	1A	40%	55%	5%	4	4	4	2	4	4	4	4	4	4	4	4	4	4	4
GOAL:																					
OBJECTIVE:																					
TASK: Presents informal lectures or talks on office policies and procedures for staff or cooperating groups, illustrating major points with examples and answering questions, in order to increase person's understanding of case management practices.																					
PERFORMANCE STANDARDS											TRAINING CONTENT										
<u>Descriptive:</u> - Lecture presentation is clear. - Instructions are applicable to the job. - Information is complete/thorough. <u>Numerical:</u> - Over period of time less than x % of complaints that material presented was inaccurate or incomplete. - Over period of time less than x % of complaints because of worker's attitude or approach.											<u>Functional:</u> - How to convey information, speaking and listening. - How to relate information to a specific situation. <u>Specific:</u> - Knowledge of policies and procedures. - Knowledge of staff, their interests and responsibilities.										

Data	People	Things	Data	People	Things	INSTR.	Reas.	Math.	Lang.	TASK NO.
W.F. - LEVEL			W.F. - ORIENTATION							
4	4A	1A	45%	50%	5	4	4	2	4	AS 10
GOAL:						OBJECTIVE:				
TASK: Discusses information in new manual, explaining, answering questions, examining case studies, and anticipating events in relation to old and new policies and consequences of each, with agency/institutional staff at meetings called, in order to increase their understanding of new material.										
PERFORMANCE STANDARDS						TRAINING CONTENT				
<u>Descriptive:</u> - Changes are explained clearly and thoroughly so the staff can relate the changes to the way work is currently being done. <u>Numerical:</u> - No more than x number of workers complain that explanation failed to provide clarification or understanding.						<u>Functional:</u> - How to convey information: speaking and listening. - How to relate general information to specific situations. <u>Specific:</u> - Knowledge of relevant state regulations and standards. - Knowledge of the agency. - Knowledge of how policies and procedures contribute to the subsystem objective. - Knowledge of individual staff members.				

Data	People	Things	Data	People	Things	INSTR.	Reas.	Math.	Lang.	TASK NO.
W.F.	LEVEL		W.F.	- ORIENTATION				G. E. D.		
4	3B -	1A	30%	65%	5%	4	4	2	4	A.D.I
GOAL:						OBJECTIVE:				
TASK: Explains and discusses unique or special importance/benefits of proposed program with county administrators, relating program goals to local needs and answering objections, in order to persuade administrators of the need for proposed program.										
PERFORMANCE STANDARDS						TRAINING CONTENT				
<u>Descriptive:</u> - Explanation is persuasive, clear, complete, and accurate. - Manner is polite and firm. <u>Numerical:</u> - X% of audience expresses or acknowledges county's need for program.						<u>Functional:</u> - How to convey information. - How to make a program presentation to a group. <u>Specific:</u> - Knowledge of specific program goals and payoffs and impact on existing programs. - Knowledge of county administrators.				

Data	People	Things	Data	People	Things	INSTR.	Reas.	Math.	Lang.	TASK NO.
W.F.	LEVEL		W.F.	- ORIENTATION				G. E. D.		
4	4A	1A	35%	60%	5%	4	4	3	5	A.D.2
GOAL:						OBJECTIVE:				
TASK: States/discusses merits and demerits of the program in discussion with county welfare directors, CAP directors, etc., responding to questions, objections, and suggestions, in order to sharpen their understanding and operation of the program as it relates to their specific organizations.										
PERFORMANCE STANDARDS						TRAINING CONTENT				
<u>Descriptive:</u> - Is polite and relevant. - Information is accurate and complete. <u>Numerical:</u> - Over period of time fewer than x number of complaints because worker was unclear in explanation of project.						<u>Functional:</u> - How to convey information. - How to relate information to audience. <u>Specific:</u> - Knowledge of project and all its operations. - Knowledge of Federal and State regulations for the project. - How other State and county agencies can contribute to and gain from project.				

Data	People	Things	Data	People	Things	INSTR.	Reas.	Math.	Lang.	TASK NO.
W.F. -- LEVEL			W.F. - ORIENTATION			G. E. D.				
4	4A	1	35%	60%	5%	5	5	3		A.D. 3
GOAL:						OBJECTIVE:				
TASK: Discusses (explains/responds to questions) functions and purposes of the agency with Board/Committee, using manual material, knowledge of the agency, and knowledge of social problems and community needs, in order to increase the Board's/Committee's understanding of the agency responsibilities and operations.										
PERFORMANCE STANDARDS						TRAINING CONTENT				
<u>Descriptive:</u> - Discussions are clear and complete on each subject. - Perceptive and observant of the Board's/Committee's interests and moods. <u>Numerical:</u> - Over x period of time, less than x% of Board/Committee members report they did not understand the explanation.						<u>Functional:</u> - How to discuss/explain material with/to specific audience. - Knowledge of the field of Social problems. <u>Specific:</u> - Knowledge of agency structures, policy, goals, objectives. - Knowledge of agency activities and how they relate to over-all policy.				

Data		People		Things		Data		People		Things		INSTR.		Reas.		Math.		Lang.		TASK NO.	
W.F. - LEVEL						W.F. - ORIENTATION										G. E. D.					
3B	4B	-	1A	-	10%	-	85%	-	5%	-	4	-	4	-	2	-	4	-	A.D.4	-	-
GOAL: OBJECTIVE:																					
TASK: Speaks from prepared outline and notes to community group, describing agency's purpose, goals, and objectives, and responding to questions, in order to inform the public of the agency's program and needs.																					
PERFORMANCE STANDARDS											TRAINING CONTENT										
<u>Descriptive:</u> - Speeches/talks are accurate, complete. - Presentation is interesting and understandable. <u>Numerical:</u> - No more than x% of audience members complain that their questions about the program were not answered. - No more than x complaints from the audience that the presentation was boring or dull.											<u>Functional:</u> - How to speak before an audience. <u>Specific:</u> - Knowledge of the group to be addressed. - Knowledge of time limitation. - Knowledge of agency purpose, goals, and objectives.										

Data	People	Things	Data	People	Things	INSTR.	Reas.	Math.	Lang.	TASK NO.
W.F. - LEVEL			W.F. - ORIENTATION			G. E. D.				
4	3B	1A	35%	60%	5%	4	4	1	4	A.D.5
GOAL:						OBJECTIVE:				
TASK: Describes/Explains/Answers questions for community agencies about available sources of psychological consultation, in order to increase use of these services in their client program.										
PERFORMANCE STANDARDS						TRAINING CONTENT				
<u>Descriptive:</u> • Explanations are enthusiastic and convincing. • Information is accurate, clear, and complete. • Manner is pleasant, friendly, and courteous. <u>Numerical:</u> • Over x period of time, x% of the agencies contacted report they are making use of psychological resources. • In x period of time, no more than x complaints about the worker's manner.						<u>Functional:</u> • How to present an argument in favor of a service. • How to explain information to a group. <u>Specific:</u> • Knowledge of resources available. • Knowledge of community agency and potential uses they could make of psychological consultation.				

Data	People	Things	Data	People	Things	INSTR.	Reas.	Math.	Lang.	TASK NO.
W.F. - LEVEL			W.F. - ORIENTATION							
4	4A	1A	35%	60%	5%	4	5	3	5	A.D.6
GOAL:						OBJECTIVE:				
TASK: Attend community meeting, responds to questions, volunteers information on topics being discussed (e.g., services to crippled children), makes notes regarding discussion, in order to provide input to the group as an agency representative and obtain information of meeting for the agency.										
PERFORMANCE STANDARDS						TRAINING CONTENT				
<u>Descriptive:</u> . Information / recommendations are clear, concise, and consistent with agency policy. . Discussion is relevant to the topics under consideration. . Notes are complete and accurate. . Manner is pleasant, tactful. <u>Numerical:</u> . Less than x number of complaints that worker is irrelevant, unclear. . Less than x number of complaints regarding worker's manner.						<u>Functional:</u> . How to convey information in a group; speaking, listening, writing. <u>Specific:</u> . Knowledge of program of other services or divisions within the department (i.e., public and private) providing care/service to crippled children. . Knowledge of needs of crippled children and agency practice in providing service to crippled children.				

Data		People		Things		Data		People		Things		Reas.		Math.		Lang.		TASK NO.	
W.F. - LEVEL				W.F. - ORIENTATION								G. E. D.							
4	4B	1A		40%	55%	5%		4	4	4	1	5							A.D.7
GOAL:										OBJECTIVE:									
TASK: Presents informal talk to interested community group, interprets and answers questions regarding Division policy and program, in order to increase community understanding and gain support for Division programs.																			
PERFORMANCE STANDARDS										TRAINING CONTENT									
<u>Descriptive:</u> • Presentation is clear, concise, comprehensive, and delivered within time limit. • Sets climate in which persons feel free to ask questions and make comments. <u>Numerical:</u> • Less than x% complaints of lack of clarity, inaccurate or insufficient information. • Less than x% complaints of attitude or personal manner. • Lecture does not exceed time limit by more than x minutes.										<u>Functional:</u> • How to present information to a group. • How to involve groups in discussion and provoke questions. <u>Specific:</u> • Knowledge of characteristics of specific group. • Knowledge of illustrations related to subject. • Knowledge of Division policy, programs, standards.									

Data	People	Things	Data	People	Things	INSTR.	Reas.	Math.	Lang.	TASK NO.
W.F. - LEVEL			W.F. - ORIENTATION					G. E. D.		
4	3B	1A	30%	60%	10%	4	4	1	4	A.D.8

GOAL:

OBJECTIVE:

TASK: Talks with key personnel of community social and health agencies, describing programs (e.g., food preparation and nutrition), listening to/answering questions, in order to interest them in, and enlist support for, instituting educational programs.

PERFORMANCE STANDARDS

Descriptive:

- . Worker's manner is warm and shows conviction of purpose.

Numerical:

- . Less than x% complaints concerning worker's manner..
- . In less than x% of cases, is hostility, competition or resistance aroused by worker.

TRAINING CONTENT

Functional:

- . How to expalin material, relating it to specific interests/needs of audience.

Specific:

- . Knowledge of the purpose and function of community agencies being contacted.
- . Knowledge of agency heads; special interests, etc.
- . Knowledge of philosophy and purpose of Education Program.

Data	People	Things	Data	People	Things	INSTR.	Reas.	Math.	Lang.	TASK NO.
W.F. - LEVEL			W.F. - ORIENTATION			G. E. D.				
4	6	1A	40%	55%	5%	5	5	3	5	A.E.1
GOAL:						OBJECTIVE:				
TASK: Explains/Defines/Defends proposal to change regulations which control agency's working relationships with organizations/associations in the private sector, as agency's representative with representatives from related organizations/associations, in order to arrive at formal agreement on modifications in regulations.										
PERFORMANCE STANDARDS						TRAINING CONTENT				
<u>Descriptive:</u> • Presentation and defense are clear, articulate, persuasive. • Information is concise, complete, and well organized. • Manner is pleasant and courteous.						<u>Functional:</u> • How to present proposed changes and suggest alternative methods of achievement. • How and when to concede a point. • How to analyze oppositional proposals/arguments in relation to needs/requirements of stated proposal.				
<u>Numerical:</u> • Less than x% of conferees complain about poor preparation, coercion, lack of clarity. • Less than x% of information requires future clarification. • Regulation changes are realistic in x% of steps to be taken.						<u>Specific:</u> • Knowledge of participating organizations/associations' policies and procedures/philosophy/requirements for form and method of reaching agreement.				

Data	People	Things	Data	People	Things	INSTR.	Reas.	Math.	Lang.	TASK NO.
W.F. - LEVEL			W.F. - ORIENTATION					G. E. D.		
4	6	1A	45%	50%	5%	4	5	3	5	A.E.2
GOAL:						OBJECTIVE:				
TASK: Advances/argues for/defends requests for additional funds for specific program with director, relating money requested to program needs and functions, in order to obtain increased budget for next fiscal year.										
PERFORMANCE STANDARDS						TRAINING CONTENT				
<u>Descriptive:</u> • Persuasive in discussion. • Proposals are clear, accurate and thorough. • Opposing arguments are met with tact and effective counter arguments.						<u>Functional:</u> • How to advance arguments to specific audience. • How to negotiate budgetary proposals for agency.				
<u>Numerical:</u> • X% of requested increase is approved. • Over period of time less than x% complaints because of worker's approach/manner.						<u>Specific:</u> • Knowledge of needs and budget allocations. • Knowledge of regulations governing fiscal appropriations and procedures.				

Data	People	Things	Data	People	Things	INSTR.	Reas.	Math.	Lang.	TASK NO.
W.F. - LEVEL			W.F. - ORIENTATION			G. E. D.				
4	6	1A	--45%	50%	5%	5	5	3	5	A.E.3
GOAL:						OBJECTIVE:				
TASK: Advances / explains / defends program of services provided by the Division and community agencies, answering objections and arguing against counter proposals, in order to arrive at formal agreement on modification of service programs.										
PERFORMANCE STANDARDS						TRAINING CONTENT				
<u>Descriptive:</u> - Program presentation clear, concise, well supported, complete. - Negotiator is persuasive, alert, perceptive, articulate, keeps bargaining focused on program issues. <u>Numerical:</u> - Agreement contains all terms which have been prescribed. - Less than <u>X</u>% complaints regarding lack of clarity. <u>X</u>% agencies accept all specific points of the agreement.						<u>Functional:</u> - How to bargain, compromising non-essentials and standing firm on essential points. - How to answer challenges and objections. - How to present case--using examples, illustrations. <u>Specific:</u> - Knowledge of agency programs / functions within the community. - Knowledge of inter-agency policies, functions, and structure.				

Data	People	Things	Data	People	Things	INSTR.	Reas.	Math.	Lang.	TASK NO.
W.F. - LEVEL			W.F. - ORIENTATION					G. E. D.		
4	6	1A	45%	50%	5%	5	5	3	5	P.E. 4
GOAL: OBJECTIVE:										
TASK: Presents to/ explains and discusses with county officials agency needs (space/ funds/ equipment), answering questions and objections and examining, evaluating, analyzing, and responding to counter proposals, in order to arrive at a formal agreement as to the resources the county will provide the agency.										
PERFORMANCE STANDARDS						TRAINING CONTENT				
<u>Descriptive:</u> . Case presentation is clear, concise, well supported, complete. . Worker is persuasive, alert, articulate, keeps bargaining focused on issue. <u>Numerical:</u> . Agreement was reached on x% of items predetermined to be essential.						<u>Functional:</u> . How to bargain: compromising non-essentials, standing firm on essentials. . How to answer objections and reduce effects of counter proposals. . How to support proposals; illustrations, pertinent information, charts, etc. <u>Specific:</u> . Knowledge of local agency budget and fiscal management. . Knowledge of agency needs. . Knowledge of county resources. . Knowledge of agency functions in relation to county administration and authority.				

Data	People	Things	Data	People	Things	INSTR.	Reas.	Math.	Lang.	TASK NO.
W.F. - LEVEL			W.F. - ORIENTATION							
5A-B	6	1A	35%	60%	5%	5	5	3	5	A.E.5
GOAL:						OBJECTIVE:				
TASK: Exchanges ideas/information and opinions (face to face) with outside management consultants on a formal basis regarding an agency proposal (e.g., the nature and focus of their technical assistance), resolving problems growing out of conceptual, theoretical, and/or operational differences, in order to arrive at a formal agreement concerning the scope and conditions of the consultant's technical assistance.										
PERFORMANCE STANDARDS						TRAINING CONTENT				
<u>Descriptive:</u> - Case presentation is clear, concise, well supported, complete. - Worker is persuasive, alert, articulate, keeps bargaining focused on issue. <u>Numerical:</u> - Agreement was reached on <u>x%</u> of items predetermined to be essential.						<u>Functional:</u> - Knowledge of administration-management theory and practice including System Analysis, M.B.O. - How to bargain: compromising non-essentials, standing firm on essentials. - How to answer objections and reduce effects of counter proposals. <u>Specific:</u> - Knowledge of all available information about the consultant's point of view and theoretical frame of reference (texts, manuals, notes). - Knowledge of how the Department, conceptual and operational management, personnel, and staff development frame of reference developed and operates. - Knowledge of the Department and major sub-systems purposes, goals, and objectives as they relate to the problems in question. - Knowledge of appropriate Department decision-making centers and their				

STAFF DEVELOPMENT/TRAINING

(SD)

- A. Planning
- B. Curriculum Development
- C. Promoting Training
- D. Training
- E. Testing/Evaluation

Data	People	Things	Data	People	Things	INSTR.	Reas.	Math.	Lang.	TASK-P.J.
W.F. - LEVEL			W.F. - ORIENTATION							
4	4A	1A	40%	50%	10%	5	5	3	5	SD.A.1
GOAL:						OBJECTIVE:				
TASK: Discusses and evaluates, with other workers, training needs in relation to priorities, money available, and training resources, in order to determine/decide which training agency will provide.										
PERFORMANCE STANDARDS						TRAINING CONTENT				
<u>Descriptive:</u> . Tolerance/flexibility in dealing with other point of view. . Discussions are relevant, concise, informative. . Decisions are consistent with needs and available information.						<u>Functional:</u> . How to evaluate alternatives in relation to monies and priorities. . How to communicate with staff: elicit advice, recommendations.				
<u>Numerical:</u> . Less than x% complain that resources were not completely explored/considered. . Less than x% complaint about accuracy of information and evaluation of choices. . Less than x% of people involved with equipment and training packages purchased complain of its adequacy. . Worker does not exceed planned budget in or by x dollars. . Less than x% of priorities fail to be met.						<u>Specific:</u> . Knowledge of regional training priorities goals and objectives. . Knowledge of \$ available to train in the region. . Knowledge of specific training packages available in the community. . Knowledge of specific training needs of regional staff.				

Data	People	Things	Data	People	Things	Reas.	Math.	Lang.	TASK-NO.
W.F. - LEVEL			W.F. - ORIENTATION			G. E. D.			
4	4A	1A	60%	30%	10%	5	3	5	SD.A.2
GOAL:						OBJECTIVE:			
TASK: Examines/reviews written statement of educational needs of staff and Regional program plans and priorities, discussing with, and drawing direction from Regional administrators and staff, in order to determine training needs of the region.									
PERFORMANCE STANDARDS						TRAINING CONTENT			
<u>Descriptive:</u> - Conclusions are consistent with given information. - Analysis is perceptive, thorough, prompt and accurate.						<u>Functional:</u> - How to review, assess, and interpret educational needs of workers. - How to ask questions to get at source and nature of agency/Regional needs.			
<u>Numerical:</u> In direct review of sample evaluations, fewer than x% are inconsistent with actual regional training needs.						<u>Specific:</u> - Knowledge of intra and extra agency resources for training. - Knowledge of agency's specific training needs.			

Data	People	Things	Data	People	Things	INSTR.	Reas.	Math.	Lang.	TASK NO.
W.F.	LEVEL		W.F.	ORIENTATION			G.	E.	D.	
4	2	1A	60%	35%	5%	4	4	3	4	SD.A.3
GOAL:										
OBJECTIVE:										
TASK: Evaluates information on deviations/violations of agency policies/procedures, talking with staff and clients, reading and reviewing case records, and correspondence, in order to determine areas which need to be clarified in training.										
PERFORMANCE STANDARDS						TRAINING CONTENT				
<u>Descriptive:</u> .Evaluation of input is complete, accurate. .Manner is tactful, pleasant. .Conversation/questions are concise, relevant, and understandable. <u>Numerical:</u> .X% of deviations/violations are identified. .No more than X number of complaints that questions were unclear or manner unpleasant.						<u>Functional:</u> .How to analyze data, distinguishing fact from assumption, inferring generalizations from data. .How to solicit information regarding policy deviations in a non-threatening manner. <u>Specific:</u> .Knowledge of agency regulations and policies. .Knowledge of what constitutes deviation/violation of policy.				

Data	People	Things	Data	People	Things	Reas.	Matn.	Lang.	TASK-P.J.
W.F.	LEVEL		W.F.	ORIENTATION		INSTR.	G. E. D.		
4	4A	1A	40%	55%	5%	4	2	4	SD.A.4

GOAL:

OBJECTIVE:

TASK: States/discusses the merits and demerits of a specific training program (i.e., homemaker) with the agency directors involved, answering questions and making suggestions, in order to sharpen their understanding, and possible commitment to training program.

PERFORMANCE STANDARDS

Descriptive:

- . Is polite, tactful and diplomatic in discussion.
- . Information is clear, concise, and thorough.

Numerical:

- . Over period of time less than x% complaints because orientation was inaccurate or unclear.
- . Over period of time x% of Director's support training program.

TRAINING CONTENT

Functional:

- . How to convey information, speaking and listening.
- . How to analyze and evaluate general information as it relates to a specific need, situation.

Specific:

- . Knowledge of the agency directors and the number of trainees from each county.
- . Knowledge of how the specific program operates in the agency.
- . Knowledge of training program.

Data	People	Things	Data	People	Things	Reas.	Math.	Lang.	TASK-P.O.
W.F. - LEVEL			W.F. - ORIENTATION			G. E. D.			
4	4A	1A	40%	55%	5%	4	2	4	SD.A.5

GOAL:

OBJECTIVE:

TASK: Gives information and ideas, based upon personal experience and training, to define and clarify social service aide's duties, in order to recommend content and methods of training to curriculum planners and instructors.

PERFORMANCE STANDARDS

Descriptive:

- . Presentation is clear, accurate, comprehensive.
- . Worker is open, perceptive, and respects and acknowledges other viewpoints.

Numerical:

- . X% of listeners report consultation had advanced their understanding and was useful.
- . X% of ideas and information is reflected in curriculum.
- . Consultation completed within x hours.

TRAINING CONTENT

Functional:

- . How to describe and relate experience in relation to problem or issue.
- . How to analyze jobs.
- . Knowledge of educational methods.

Specific:

- . Knowledge of duties, responsibilities of aides.
- . Knowledge of scope and focus of the specific training program.

Data		People	Things	Data	People	Things	Reas.		Math.	Lang.	TASK NO.
W.F. - LEVEL		W.F. - ORIENTATION		G. E. D.		INSTR.		G. E. D.			
4.	3b-	1A	---	25%	70%	5%	4	4	3	4	SD.A.7
GOAL:											OBJECTIVE:
TASK: States/discusses curriculum proposals in relation to agency performance requirements with state office project director, in order to recommend/persuade director to approve proposal.											
PERFORMANCE STANDARDS						TRAINING CONTENT					
<u>Descriptive:</u> - Is tactful and persuasive in discussion. - Recommendation is clear, concise and consistent with performance requirements of agency. <u>Numerical:</u> - Recommendations made within X period of time. - Over period of time less than X% complaints from trainees and supervisors that recommendation does not meet performance requirements.						<u>Functional:</u> - How to convey information - How to relate agency needs to a specific proposal. <u>Specific:</u> - Knowledge of agency performance requirements. - Knowledge of curriculum proposal. - Knowledge of director's position, viewpoint.					

Data	People	Things	Data	People	Things	INSTR.	Reas.	Math.	Lang.	TASK NO.
W.F. -- LEVEL			W.F. - ORIENTATION					G. E. D.		
4	6	1A	45%	50%	5%	5	5	3	5	S.D.A.8

GOAL:

OBJECTIVE:

TASK:

States/explains/advances/discusses proposals for coordinating the department's training sessions with governmental and private agencies, in order to arrive at a formal cooperative training agreement.

PERFORMANCE STANDARDS

Descriptive:

- . Case presentation is clear, concise, well supported, and complete.
- . Manner is persuasive, alert, perceptive, articulate; and focused on case issues; is flexible on non-essential issues and alert to potential problem solutions.

Numerical:

- . Agreement contains all terms in brief which have been prescribed.
- . No complaints about lack of clarity of content/time/place/participants for training sessions.

TRAINING CONTENT

Functional:

- . How to bargain: compromising non-essentials, standing firm on essentials.
- . How to present proposal supported by precedents, argument and illustration.
- . How to answer objections and reduce effect of counter proposals.

Specific:

- . Knowledge of functions and purpose of governmental or private agency and their position.
- . Knowledge of applicable precedents.
- . Knowledge of training needs of Department personnel.

Data	People	Things	Data	People	Things	INSTR.	Reas.	Math.	Lang.	TASK NO.
W.F. - LEVEL			W.F. - ORIENTATION					G. E. D.		
5B	1A	1A	80%	10%	10%	5	5	3	5	S.D.B.1
GOAL:						OBJECTIVE:				
TASK: Formulates/writes learning objectives, training activities and evaluation methods for a particular lesson, based upon assigned training content and present knowledge, attitudes, and skills of trainees, in order to develop lesson plans to teach particular training unit.						TRAINING CONTENT				
PERFORMANCE STANDARDS						TRAINING CONTENT				
<u>Descriptive:</u> . Plan and arrangements are written clearly and comprehensively and are relevant and consistent with training needs.						<u>Functional:</u> . How to formulate and finalize a lesson plan stressing pre-assessments, learning objectives, and evaluations. . Knowledge of learning activities which are effective for teaching the kinds of training content needed by the agency.				
<u>Numerical:</u> . Less than X% complaint regarding inadequate/insufficient information/explanation. . Less than X% complaint regarding relevance of information.						<u>Specific:</u> . Knowledge of agency format for writing lesson plans. . Knowledge of desired training content. . Knowledge of present skill levels and attitudes of trainees.				

Data	People	Things	Data	People	Things	INSTR.	Reas.	Math.	Lang.	TASK NO.
W.F. - LEVEL			W.F. - ORIENTATION				G. E. D.			
3B	1A	1A	90%	5%	5%	3	3	2	4	S.D.B.2
GOAL:						OBJECTIVE:				
TASK: Writes/composes a summary of course content taking information from the unit/curriculum plan in order to prepare course outline informing students what material will be taught, its sequence, criteria for grading, and what resources will be used.										
PERFORMANCE STANDARDS						TRAINING CONTENT				
<u>Descriptive:</u> - Course outline clear, concise, and complete. - The summary is well written and in keeping with the rules of good grammar and sentence construction. <u>Numerical:</u> - X% of students say they understand the course outline within one week of the date the course began. - No general content areas omitted from the summary.						<u>Functional:</u> - How to summarize data, identifying relevant, important points. <u>Specific:</u> - Knowledge of information to include in the summary.				

Data	People	Things	Data	People	Things	Reas.	Matn.	Lang.	TASK-10.
W.F. LEVEL			W.F. ORIENTATION			G. E. D.			
5	1	1	80%	10%	10%	5	3/4	1	SD.B.3
GOAL: OBJECTIVE:									
TASK: Writes/draws up, adapts and modifies, as changing situations require, lesson plans, including sequence of steps by which students may achieve specified learning result or goal, in order to keep curriculum up to date.									
PERFORMANCE STANDARDS					TRAINING CONTENT				
<u>Descriptive:</u> - Lesson plan provides complete and concise and clear guide for instructor. - Lesson plan reflects student's learning needs and problems. - Lesson plans are up to date/current. <u>Numerical:</u> - Over <u>x</u> period of time, in sample <u>x</u> cases, fewer than <u>x</u>% of plans were found to be out of date.					<u>Functional:</u> - How to formulate learning objectives and describe optional means for accomplishing them. - Where and how to use standard references. <u>Specific:</u> - Knowledge of course/training objectives. - Knowledge of subject matter. - Knowledge of sources of current developments in the field.				

Data	People	Things	Data	People	Things	INSTR.	Reas.	Math.	Lang.	TASK NO.
W.F. - LEVEL			W.F. - ORIENTATION					G. E. D.		
3B	1A	1A	-75%	5%	20%	3	4	2	4	SD.B.1

GOAL:

OBJECTIVE:

TASK: Writes/draws list of books, and audio-visual aids to be used in the training session, using course outline, lesson plan, in order to identify and prepare list of books and aids needed for training.

PERFORMANCE STANDARDS

TRAINING CONTENT

Descriptive:

.List is complete, accurate, and well organized.

Numerical:

.Over period of time less than X% complaints that list was incomplete or inaccurate.

Functional:

.How to identify specific information from a mass of data.

Specific:

.Knowledge of availability/content of course outline and lesson plans.
.Knowledge of format for list.

Data		People		Things		Data		People		Things		Instr.		Reas.		Math.		Lang.		TASK NO.	
W.F. -- LEVEL						W.F. - ORIENTATION										G. E. D.					
4	4A	-	1A	-	15%	-	80%	-	5%	-	5	-	4	-	3	-	4	-	4	-	SD.S.1
GOAL:										OBJECTIVE:											
TASK:										Discusses various agency training programs in terms of content and objectives with various levels of agency staff, in order to inform them of training opportunities available.											
PERFORMANCE STANDARDS										TRAINING CONTENT											
<u>Descriptive:</u> .Clear and concise in discussion with office personnel. .Information given out is accurate, complete, and thorough.										<u>Functional:</u> .How to convey information, speaking, and listening. .How to relate general information to specific situations.											
<u>Numerical:</u> .Over a period of time less than X% staff complain of inaccurate or incomplete information.										<u>Specific:</u> .Knowledge of types of training programs available to staff; when training is to be offered; and how to apply for training.											

Data		People		Things		Data		People		Things		Instr.		Reas.		Math.		Lang.		TASK NO.	
W.F. - LEVEL				W.F. - ORIENTATION																	
4	4B	1A		35%	60%	5%		4	4	1	4										
GOAL:																					
OBJECTIVE:																					
TASK: Elicits/listens to/discusses opinions of trainees in seminar workshop (ie, on methods and procedures of quantity food service and preparation), pointing out similarities and differences of viewpoints/opinions, in order to increase trainees' awareness and understanding of the complexity of these problems.																					
PERFORMANCE STANDARDS											TRAINING CONTENT										
<u>Descriptive:</u> .Worker is open, perceptive, stimulating, patient in leading discussion.											<u>Functional:</u> .How to compare and relate one contribution to others and to major themes of seminar. .How to get students to clarify their ideas and restate them. .How to draw out, encourage students to follow through to develop ideas.										
<u>Numerical:</u> .Classes observed showed X% of students actively participating and involved in discussion.											<u>Specific:</u> .Knowledge of characteristics of trainees-- training needs. .Knowledge of training session's purpose and focus.										

Data	People	Things	Data	People	Things	INSTR.	Reas.	Math.	Lang.	TASK NO.
4	4B	1A	W.F. - LEVEL	W.F. - ORIENTATION	5%	4	4	3	4	50003
GOAL:										
TASK: Shows/demonstrates/presents informal lecture; (i.e., family budgeting) leads discussion on key concepts, based upon specific training/lesson plan, adjusting approaches to responses of trainees, in order to increase particular knowledge and/or skill of trainees.										
PERFORMANCE STANDARDS						TRAINING CONTENT				
<u>Descriptive:</u> .Presentation content is clear, orderly, accurate, and delivered within time limit. .Sets climate in which trainees feel free to ask questions and answers questions clearly and to the point. .Teaching method holds attention of students. <u>Numerical:</u> .Class does not exceed allotted time. .In review of lesson plan and content no more than X key points in explanation are omitted or distorted. .No more than X% of trainees complain that explanations were unclear.						<u>Functional:</u> .How to present material in lecture and for discussion. .How to involve trainee in discussion and elicit questions. <u>Specific:</u> .Knowledge of material to be presented. .Knowledge of skill levels, capabilities, interests of trainees.				

Data		People		Things		Data		People		Things		Reas.		Math.		Lang.	
W.F. -- LEVEL						W.F. -- ORIENTATION						INSTR.		G. E. D.		TASK NO.	
4	4B	-	1A	-	40%	-	50%	-	10%	-	3	-	4	-	1	-	4
GOAL: OBJECTIVE: TASK: Gives explanations, information, suggestions, and demonstrations about the work of social service aides to training groups, based upon personal experience as a para-professional worker, in order to help aide trainees and other staff understand the role and functions of aides.																	
PERFORMANCE STANDARDS <u>Descriptive:</u> .Presentation is clear, accurate and complete, concise and relevant. .Manner is thoughtful and non-authoritarian. <u>Numerical:</u> .Presentation completed within X minutes. .No more than X% of listeners complain of inadequacies of presentation and style of worker. .In follow up sample X% of listeners report that they understood content.																	
TRAINING CONTENT <u>Functional:</u> .How to speak from outline. .How to adapt generalized content to specific group. <u>Specific:</u> .Characteristics of specific group being addressed. .Agency protocol and SOP's for speaking to groups.																	

Data	People	Things	Data	People	Things	INSTR.	Reas.	Math.	Lang.	TASK NO.
W.F. -- LEVEL			W.F. - ORIENTATION					G. E. D.		
5	1A	1A	90%	5%	5%	5	5	3	5	S.D.F.1
GOAL:						OBJECTIVE:				
TASK: Writes/composes a test, choosing appropriate questions and exercises, referring to predetermined educational objectives and the text (or learning materials), basing judgments on a knowledge of testing methods and specific student needs, following SOP, in order to prepare a measure of student performance.										
PERFORMANCE STANDARDS						TRAINING CONTENT				
<u>Descriptive:</u> . Specific content of questions/exercises is relevant, clearly based on subject, . Exam design promotes learning, challenging but not frustrating. . Overall structure/content of test valid & reliable; conforms to test guidelines. . Well written test in keeping with rules of good grammar/sentence construction. . Exam instructions clear; question/exercises appropriate to subject matter being tested and consistent with objectives. <u>Numerical:</u> . No more than X% testees complain questions/instructions are unclear or misleading. . Less than X% of students complain exam too difficult or not consistent with expectation. . Exam prepared on time.						<u>Functional:</u> . How to write a test; testing methods, sentences and instructions. . Educational methods, learning theory and practice. <u>Specific:</u> . Knowledge of the specific predetermined educational objectives and the text (or learning materials) used. . Knowledge of general student learning patterns, progress, etc.				

Data	People	Things	Data	People	Things	INSTR.	Reas.	Math.	Lang.	TASK NO.
W.F. --	LEVEL		W.F.	- ORIENTATION				G. E. D.		
4.	1A	1A	90%	5%	5%	5	5	3	4	S.D.E. 2
GOAL:						OBJECTIVE:				
TASK: Writes an evaluative report of a student's attitudes, class behavior, performance and progress, in accordance with S.O.P., basing statements on student conferences, notes, observations of the student during class, and homework / test scores, in order to record this information for later use in lesson planning, or referral to supervisor.										
PERFORMANCE STANDARDS						TRAINING CONTENT				
<u>Descriptive:</u> - Worker is perceptive and thorough. - Documentation reflects good judgment and sound interpretation of facts. - Report is well written, clear, and in keeping with the rules of good grammar. <u>Numerical:</u> - Reports up-dated on each student every X days. - Less than X complaints from co-workers or supervisor that evaluation was made on insufficient or inadequate observation of data.						<u>Functional:</u> - How to infer supportable generalization from observation and data. - How to assess students learning capacity and progress. - How to write an evaluative report. <u>Specific:</u> - Knowledge of agency S.O.P. for teachers' reports. - Knowledge of what information about specific students would be helpful in formulating lesson or treatment plans.				

Data	People	Things	Data	People	Things	INSTR.	Reas.	Math.	Lang.	TASK NO.
W.F.	LEVEL		W.F.	- ORIENTATION				G. E. D.		
2	2	1A	30%	65%	5%	2	2	1	3	SD. 5. 3

GOAL:

OBJECTIVE:

TASK:

Explains/answers questions about purpose and procedures of examination for student, using instructor-prepared test, pencil, chalk and blackboard, following a written script as necessary, in order to clarify for the student why he is taking it and the steps to complete it.

PERFORMANCE STANDARDS

Descriptive:

- Explanation is clear, concise and complete.
- Responds appropriately to all questions.

Numerical:

- Never uses inappropriate or disruptive discipline while performing this task.
- Less than X% of students complain they do not understand purpose or procedure of examination.

TRAINING CONTENT

Functional:

- How to explain instructions to, and answer questions of specific audience.
- Knowledge of testing procedures.

Specific:

- Knowledge of training program.

RESEARCH AND STATISTICS

(R) .

- A. Planning
- B. Developing Methodology/Instruments
- C. Data Collection/Compilation
- D. Analyses/Computations
- E. Report Writing

Data		People		Things		Data		People		Things		Instr.		Reas.		Math.		Lang.		TASK NO.	
W.F. -- LEVEL						W.F. - ORIENTATION															
4		2		1A		55%		40%		5%		4		4		3		4			R.A.1
GOAL:										OBJECTIVE:											
TASK:										Talks about/discusses ideas, information, and opinions on research needs with others, and evaluates their suggestions in relation to proposed contract, in order to clarify and work out requirements, scope, and time frame of the contract.											
PERFORMANCE STANDARDS										TRAINING CONTENT											
<u>Descriptive:</u> .Clear, accurate, and cordial communications .Information/suggestions are feasible, relevant to need, clear, and concise.										<u>Functional:</u> .General knowledge of contract requirements, etc. .How to communicate with specific audience, relating general information to the specific situation.											
<u>Numerical:</u> .Less than X number complaints that information was unclear, incomplete, or inaccurate. .Less than X number of complaints regarding worker's manner.										<u>Specific:</u> .Knowledge of project objectives, limitations, and constraints and resources. .Knowledge of other persons involved in discussion. .Knowledge of proposed contract.											

Data	People	Things	Data	People	Things	INSTR.	Reas.	Math.	Lang.	TASK NO.
W.F. - LEVEL			W.F. - ORIENTATION					G. E. D.		
5	1A	1A	85%	5%	10%	4	4	3	5	R.B.1
GOAL:						OBJECTIVE:				
TASK: Evaluates/assesses Home Management Education Program plan, considering proposed clientel and information needs of agency, writes/composes questions to be asked to obtain required information and desired supplemental information, and designs/devise format of questionnaire, in order to develop survey form to be used in gathering data for Home Management Education Program.										
PERFORMANCE STANDARDS						TRAINING CONTENT				
<u>Descriptive:</u> .Survey is complete, covering all needed/wanted information. .Format is logical in sequence; allowing worker to obtain/impart information in desired sequence.						<u>Functional:</u> .How to write/compose questionnaire. .How to read: Educational program plan. .How to design a survey questionnaire format.				
<u>Numerical:</u> .Less than X% complaint that survey form is not complete. .Less than X% complaint that Survey Format laid out in improper sequence.						<u>Specific:</u> .Knowledge of Home Management Education Program plan. .Knowledge of clientel of program. .Knowledge of general kinds of information needed by agency.				

Data		People		Things		Data		People		Things		INSTR.		Reas.		Math.		Lang.		TASK NO.	
W.F. - LEVEL						W.F. - ORIENTATION										G. E. D.					
3B	2		1A			60%		35%		5%		4		4		3		4			R.S.I.
GOAL:												OBJECTIVE:									
TASK: Gathers/classifies data on health maintenance programs, public and private (i.e., purpose of health program and demographic data of those served, geographical areas served, cost effectiveness of service, fiscal/financial cost of service), talking with resource people as necessary for clarification/ suggestions, in order to provide information for analysis by fiscal and statistical analyst.																					
PERFORMANCE STANDARDS												TRAINING CONTENT									
<u>Descriptive:</u> .Data collected is concise, well organized, clear, accurate, complete. .Clear, accurate, cordial communication. <u>Numerical:</u> .Less than X% complaints because data is unclear or inaccurate. .Less than X% complaints because of worker's manner/attitude.												<u>Functional:</u> .How to classify data according to a schema or plan. .How to identify specific information from a mass of data. .How to ask questions and convey information to specific audience. <u>Specific:</u> .Knowledge of health maintenance programs. .Knowledge of available resource people, and published information.									

Data	People	Things	Data	People	Things	INSTR.	Reas.	Math.	Lang.	TASK NO.
W.F. - LEVEL			W.F. - ORIENTATION							
3B	1A	1A	80%	5%	15%	3	3	2	3	2
GOAL:						OBJECTIVE:				
TASK: Compiles (gathers/classifies) from files statistical information about services, interviews, and financial expenditures and writes/enters information on standard forms, upon request of the State Dept., in order to report agency operations.										
PERFORMANCE STANDARDS						TRAINING CONTENT				
<u>Descriptive:</u> .Reports must be clear and complete. .Accurate information in reports. .Information gathered with reasonable speed. <u>Numerical:</u> .Reports are completed on time. .Information is accurate except for random error. .All reports must be acceptable to staff office.						<u>Functional:</u> .How to gather information from files. .How to select information from a mass of data. .How to transcribe information from one form to another. <u>Specific:</u> .Knowledge of agency files and record keeping system. .Knowledge of each report's content and format.				

Data	People	Things	Data	People	Things	INSTR.	Reas.	Math.	Lang.	TASK NO.
W.F. - LEVEL			W.F. - ORIENTATION			G. E. D.				
3B	1A	1A	80%	10%	10%	3	2	3	3	R.C. 3
GOAL:						OBJECTIVE:				
TASK: Collects/arranges information from appeals officers concerning the number of appeals heard in a month, number of appeals pending, number of hearings requested, number of cases sustained, over-ruled, or dismissed, number of appeals heard but decisions pending, and hearings scheduled for each appeals officer, number of cases finished, and category of cases finished, in order to prepare monthly report.										
PERFORMANCE STANDARDS						TRAINING CONTENT				
<u>Descriptive:</u> .Collects data with reasonable speed and accuracy. .Data collected is thorough and complete. <u>Numerical:</u> .Less than X number of complaints that reports are inaccurate or incomplete.						<u>Functional:</u> .How to identify and organize specific information from a mass of data according to a scheme. <u>Specific:</u> .Knowledge of format, information required for the monthly report.				

Data	People	Things	Data	People	Things	INSTR.	Reas.	Math.	Lang.	TASK NO.
W.F. - LEVEL			W.F. - ORIENTATION					G. E. D.		
2	1A	1A	85%	5%	10%	1	2	1	3	2.2.1
GOAL:						OBJECTIVE:				
TASK: Looks for/identifies specific answer to item on survey form, compares to master code sheet (providing specified coding for each item), and writes/notes the indicated code for the specific answer on coding record sheet, in order to record master code for specific answers on survey.						TRAINING CONTENT				
PERFORMANCE STANDARDS						TRAINING CONTENT				
<u>Descriptive:</u> .Coding is complete, accurate, and legible. .Task is completed in reasonable amount of time. <u>Numerical:</u> .Less than X number of errors in matching answers and codes, and in noting this information. .Less than X number of complaints that coding is illegible.						<u>Functional:</u> .How to identify, compare, and transcribe specified data. .How to read: code sheet and survey forms. <u>Specific:</u> .Knowledge of coding system for survey forms.				

Data	People	Things	Data	People	Things	INSTR.	Reas.	Math.	Lang.	TASK NO.
W.F.	-	LEVEL	W.F.	-	ORIENTATION			G. E. D.		
3B	1A	1A	90%	5%	5%	3	3	1	4	P.C. 6

GOAL:

OBJECTIVE:

TASK: Searches for/locates specified items of information in source, and reads and makes notes of, or transcribes information as needed, in response to request, in order to prepare information for presentation.

PERFORMANCE STANDARDS

Descriptive:

- .Succeeds in locating materials within reasonable amount of time.
- .Reads and makes notes in a reasonable amount of time.
- .Notes are legible.
- .Information is accurately and thoroughly noted.

Numerical:

- .Over X period of time, less than X items of information inaccurately or incompletely noted or transcribed, or illegibly written.

TRAINING CONTENT

Functional:

- .How to read and understand: resource books; research reports; manuals; other factual materials.
- .How to select specified information from a mass of data.
- .How to use an index.

Specific:

- .Knowledge of location and method of obtaining source materials.
- .Knowledge of methods/procedures for making notes.
- .Knowledge of particular reference sources most frequently used: location and organization (how to find information in them.)

Data	People	Things	Data	People	Things	Reas.	Math.	Lang.	TASK NO.
W.F.	LEVEL		W.F.	- ORIENTATION			G. E. D.		
3B	1A	1A	90%	5%	5%	3	1	4	R.C.S.

GOAL:

OBJECTIVE:

TASK: Looks up/ locates pertinent information on subject specified in selected written sources, referring to alphabetical listing, indices, tables of contents, catalog card file, and/or unit's record file, following S.O.P., in order to find information for supervisor/coworker/client, etc.

PERFORMANCE STANDARDS

Descriptive:

- . Locates information with reasonable speed.
- . Locates all useable information available in selected sources.

Numerical:

- . Over X period of time, less than X items of information located are not relevant.

- . No more than X deviations from S.O.P. in searching files/records or obtaining written sources.

TRAINING CONTENT

Functional:

- . How to use file system, alphabetical subject listings, etc. associated with information retrieval from various kinds of sources (libraries, files, books, etc.)
- . How to read and select material on specified subject.

Specific:

- . Knowledge of selected sources: organization, location, method of obtaining access.
- . Knowledge of S.O.P. for using files, obtaining books, or using library card catalogue.

Data	People	Things	Data	People	Things	INSTR.	Reas.	Math.	Lang.	TASK NO.
W.F. - LEVEL			W.F. - ORIENTATION					G. E. D.		
3B	1A	2A	60%	5%	35%	3	3	3	3	R.D. 2
GOAL:						OBJECTIVE:				
TASK: Compiles and plots historical specified statistical data on graph from previously published reports, using a pen, straight edge, etc., in order to prepare graphic trend charts which show changes in a specified variable for a given group of institutions.										
PERFORMANCE STANDARDS						TRAINING CONTENT				
<u>Descriptive:</u> .Use reasonable speed and accuracy in compiling specified statistics from old reports. .Graphic presentation precise and readable.						<u>Functional:</u> .How to identify specified information from a mass of data. .How to prepare/layout statistical graphs.				
<u>Numerical:</u> .Less than X% error in compiling historical data. .Less than X number of complaints that graph is inaccurate, unclear, or illegible.						<u>Specific:</u> .Knowledge of format and size of chart. .Knowledge of information required for computation.				

Data	People	Things	Data	People	Things	INSTR.	Reas.	Math.	Lang.	TASK NO.
W.F. - LEVEL			W.F. - ORIENTATION							
3A	1A	1B	75%	5%	20%	2	2	3	2	R.D. 3
GOAL:						OBJECTIVE:				
TASK: Transcribes and balances tabulated results from rough drafts and other statistical tables, using an adding machine, in order to complete tables for the Annual Report to the Governor.										
PERFORMANCE STANDARDS						TRAINING CONTENT				
<u>Descriptive:</u> .Use reasonable speed in transcribing figures in order to maintain legibility and accuracy in checking balances. <u>Numerical:</u> .No more than X errors per X computations on completed tables. .Reports returned less than X% of the time for illegible figures.						<u>Functional:</u> .How to identify, transfer, and balance statistical data. .How to operate an adding machine. <u>Specific:</u> .Knowledge of statistical tables, forms, and data to be used. .How to operate X type of adding machine.				

Data	People	Things	Data	People	Things	INSTR.	Reas.	Math.	Lang.	TASK NO.
W.F. - LEVEL			W.F. - ORIENTATION			G. E. D.				
3B	1A	1A	90%	5%	5%	3	4	1	5	R.D. 4
GOAL:						OBJECTIVE:				
TASK: Organizes and classifies requested statistical information on agency clientel gathered from reading, interview, and/or observation, using pen or pencil and paper or note cards as needed, in order to prepare information for presentation to supervisor/co-worker/client, etc.										
PERFORMANCE STANDARDS						TRAINING CONTENT				
<u>Descriptive:</u> .Information is accurate and thorough. .Organization is clear and logical. .Written material is legible and neat. .Completes task in reasonable time. <u>Numerical:</u> .Over X period of time, no more than X complaints of material presented being unclear because of poor organization. .Over X period of time, no more than X% of information gathered is found inaccurate or incomplete. .Over X period of time, no more than X complaints of material presented being superfluous.						<u>Functional:</u> .How to read: manuals, transcripts of interviews. .How to organize material from several sources into a whole for presentation to a specific audience. <u>Specific:</u> .Knowledge of any general standard organizational format to be used. .Knowledge of the content/subject to be presented: resources for finding out. .Knowledge of particular use to which information is to be put. .Knowledge of particular requirements for presentation (written/oral; formally informal)				

Data	People	Things	Data	People	Things	INSTR.	Reas.	Math.	Lang.	TASK NO.
W.F. - LEVEL			W.F. - ORIENTATION					G. E. D.		
4	1A	1A	90%	5%	5%	5	5	3	5	R.E.1

GOAL:

OBJECTIVE:

TASK: Writes/composes a short narrative report which includes a summary and analysis of the numerical results shown in accompanying trend charts, in order to explain the change (or lack of change) in a specified variable over time at the beginning of each section of the annual report.

PERFORMANCE STANDARDS

Descriptive:

- .Thoroughness and completeness in explaining possible causes affecting changes occurring.
- .Reasonable accuracy in reporting summary of results.
- .Report is clear, concise, and accurate.

Numerical:

- .No incidents of inaccurate interpretation of trend charts discovered upon review of the summary.
- .No complaints that the summary is too involved or technical.

TRAINING CONTENT

Functional:

- .How to evaluate statistical data, relating variables to results.
- .How to explain/ summarize statistical information to specific audience.

Specific:

- .Knowledge of how the information was gathered; biases, variables, etc.
- .Knowledge of audience..

PROGRAM AREAS

(PA)

- A. Adoptions
- B. Group Work
- C. Protective Services
- D. Homemaker Services.
- E. Day Care/Child Development
- F. Family Counseling
- G. Foster Care

Data	People	Things	Data	People	Things	Reas.	Math.	Lang.	TASK NO.
W.F. -- LEVEL			W.F. -- ORIENTATION			INSTR.	G. E. D.		
5B	7	1A	40%	55%	5%	6	2	4	PA.A.1

GOAL:

OBJECTIVE:

TASK:

Consels/supports unwed mother releasing her baby for adoption, advising her on emotional consequences of her decision, listening to and reflecting feelings, suggesting ways of coping with guilt, depression, etc., and arranges for preparation and signing of release, in order to help unwed mother to adjust to separation from and make arrangements for adoption of her child.

PERFORMANCE STANDARDS

TRAINING CONTENT

Descriptive:

- .The advice and arrangements are related to client's expressed needs and feelings.
- .Worker is sensitive, perceptive, patient, non-coercive, and open.

Numerical:

- .Less than X% of mothers in caseload refuse to talk to or cut off talks with worker due to worker's manner (e.g., insensitive, tactless).
- .X% of mothers in follow-up sample report that the advice was helpful (they have been able to live with their decision).
- .Less than X% of unwed mothers who release children for adoption accuse the agency or worker of coercion to give up child.

Functional:

- .How to counsel, according to professional principles: listen and give advice which meets stated needs, problems, feelings of others.
- .How to help others understand their thoughts and feelings when facing a crisis.
- .How to help others explore the consequences of their actions, hold firm to their chosen resolutions.

Specific:

- .Knowledge of adoption procedures.
- .Needs/problems of unwed mothers.
- .Knowledge of specific case situation.

Data	People	Things	Data	People	Things	INSTR.	Reas.	Matn.	Lang.	TASK NO.
W.F. - LEVEL			W.F. - ORIENTATION							
4	1A	1A	80%	10%	10%	5	4	3	4	PA.A.2

OBJECTIVE:

GOAL:

TASK: Composes/writes adoption home study, examining and evaluating information gathered about family in relation to agency criteria for adoptive homes, in order to provide basis for matching child and home.

TRAINING CONTENT

PERFORMANCE STANDARDS

Descriptive:

.Study is complete and accurate, and follows prescribed format.

Numerical:

.Less than X% of studies are returned because of incomplete information in study.
 .Less than X% deviation from format for AH studies.

Functional:

.How to compile/summarize several sets of data.
 .How to analyze social and financial data against criteria and theory.

Specific:

.Knowledge of Adoptive Home study format S.O.P.
 .Knowledge of agency guidelines and criteria.
 .Knowledge of particular case situation.

Data	People	Things	Data	People	Things	Reas.	Math.	Lang.	TASK NO.
W.F. LEVEL			W.F. ORIENTATION				G. E. D.		
3B	2	1A	45%	50%	5%	3	4	2	4
									PA.A.3

OBJECTIVE:

GOAL:

TASK: Talks with potential adoptive or foster parents, answers questions/explains adoptive home program, following agency guide and SOP, in order to inform them of adoptive home program.

TRAINING CONTENT

PERFORMANCE STANDARDS

Descriptive:

- .Explanations of programs are clear, accurate, complete.
- .Manner is non-judgmental, relaxed, and friendly

Numerical:

- .Less than X% of clients state they have poor understanding of program after worker has explained it.
- .Less than X% of clients complain about worker's manner.

Functional:

- .How to convey/explain information to specific audience.

Specific:

- .Knowledge of agency regulations for foster/adoptive home program.

Data	People	Things	Data	People	Things	Reas.	Matn.	Lang.	TASK NO.
W.F.	LEVEL		W.F.	ORIENTATION		INSTR.	G. E. D.		
4	1A	1A	80%	10%	10%	5	5	3	4
									PA.A.4

OBJECTIVE:

GOAL:

TASK: Assembles, examines, and evaluates all information gathered on applicants who have applied to adopt a child, in order to determine if applicants meet agency eligibility requirements.

PERFORMANCE STANDARDS

Descriptive:

- .Worker is perceptive and thorough.
- .Decisions reflect good judgment and sound interpretation of facts.

Numerical:

- .In follow-up check, supervisor agrees with X% of rejections.
- .Sample study of cases shows less than X% error due to failure to consider all recorded data.

TRAINING CONTENT

Functional:

- .How to analyze data, identifying unstated assumptions, distinguishing facts from assumptions.
- .How to infer supportable generalizations from data.

Specific:

- .Knowledge of agency criteria for adoptive parents.
- .Knowledge of specific applicant's situation.

Data	People	Things	Data	People	Things	Reas.	Math.	Lang.	TASK-NO.
W.F. - LEVEL	W.F. - ORIENTATION	W.F. - ORIENTATION	W.F. - ORIENTATION	W.F. - ORIENTATION	W.F. - ORIENTATION	INSTR.	G. E. D.		
3B	2	1A	35%	60%	5%	4	4	2	4
									PA.A.5

OBJECTIVE:

GOAL:

TASK: Talks with prospective adoptive parents/answers questions/explains and summarizes background, characteristics, needs, etc., of child ready for adoptive placement, in order to provide them with information to decide whether or not they want to consider the child for placement in their home.

PERFORMANCE STANDARDS

Descriptive:

- .Explains/answers questions clearly, accurately, completely.
- .Worker has warm, understanding manner/attitude.

Numerical:

- .Less than X% of clients complain that worker was unclear in explanation or failed to give vital information.
- .Less than X% of clients complain about worker's attitude/manner.

TRAINING CONTENT

Functional:

- .How to convey information and answer questions to specific audience.

Specific:

- .Knowledge of agency SOP for placing children in adoptive homes.
- .Knowledge of specific case situation.

Data		People		Things		Data		People		Things		Reas.		Math.		Lang.		TASK-P.O.		
W.F. - LEVEL						W.F. - ORIENTATION						INST.		G. E. D.						
4		1A		1A		80%		10%		10%		4		4		3		4		PA.A.6
GOAL:										OBJECTIVE:										
TASK: Evaluates/assesses summarizing information in case record in relation to agency criteria, and own knowledge and experience, and writes/composes report at end of supervisory period, in order to recommend whether or not adoption should be made final.																				
PERFORMANCE STANDARDS										TRAINING CONTENT										
<u>Descriptive:</u> .Recommendation is consistent with available data. .Report is accurate and complete, and follows agency format. <u>Numerical:</u> .Recipient of report has to request additional information in less than X% of cases. .Supervisor can support recommendation in X% of reports.										<u>Functional:</u> .How to write/compose reports summarizing a mass of data. .How to draw conclusions/inferences from available data. <u>Specific:</u> .Knowledge of information needed for summary. .Knowledge of agency SOP for writing recommendation. .Knowledge of particular case situation.										

Data	People	Things	Data	People	Things	INSTR.	Reas.	Matn.	Lang.	TASK-P.O.
W.F. - LEVEL			W.F. - ORIENTATION				G. E. D.			
3B	1A	1A	85%	5%	10%	3	3	2	4	PA.A.7
GOAL:						OBJECTIVE:				
TASK:						Composes/writes letter to adoptive parents confirming agency decision to place child in their home and informing them of procedures, in order to provide them with information needed to begin adoption process.				
PERFORMANCE STANDARDS						TRAINING CONTENT				
<u>Descriptive:</u> .Letter is clear, accurate, concise, and complete. <u>Numerical:</u> .Less than X% deviation from agency/legal procedures due to inadequate/unclear information in letter.						<u>Functional:</u> .How to write/compose: letters explaining procedures. <u>Specific:</u> .Knowledge of agency and legal procedures for adoption. .Knowledge of particular case situation.				

Data	People	Things	Data	People	Things	INSTR.	Reas.	Math.	Lang.	TASK NO.
W.F. - LEVEL			W.F. - ORIENTATION							
3B	3A	1A	45%	50%	5%	3	3	1	4	PA.B.1
GOAL:						OBJECTIVE:				
TASK: Informs persons of group services program, explains general benefits, suggests specific benefits that client may derive; listens, asks/answers questions, in order to encourage client to participate in program.										
PERFORMANCE STANDARDS						TRAINING CONTENT				
<u>Descriptive:</u> .Explanation is clear, accurate, and adapted to person being interviewed. .Manner is friendly, non-coercive. <u>Numerical:</u> .Less than X% complaints that explanation was unclear. .Less than X% complaints of worker's manner. .Less than X% complaints of coercion.						<u>Functional:</u> .How to present/explain information to specific audience. .How to relate benefits of program to person's needs/situation. .How to select specific information from a mass of data to answer questions. <u>Specific:</u> .Knowledge of purpose and content of group services program. .Knowledge of particular audience needs and interests.				

Data	People	Things	Things	People	Things	Reas.	Matn.	Lang.	TASK-P.O.
W.F. - LEVEL	W.F. - ORIENTATION	W.F. - ORIENTATION	W.F. - ORIENTATION	W.F. - ORIENTATION	W.F. - ORIENTATION	INSTR.	G. E. D.		
4	1A	1A	80%	10%	10%	5	5	2	4
OBJECTIVE:									
GOAL:									
TASK:									
TASK: Examines/evaluates information about personal characteristics and service needs of specific clients, in relation to agency criteria for group member selection, in order to select persons for group membership.									
TRAINING CONTENT									

TASK: Examines/evaluates information about personal characteristics and service needs of specific clients, in relation to agency criteria for group member selection, in order to select persons for group membership.									
TRAINING CONTENT									

PERFORMANCE STANDARDS									
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PERFORMANCE STANDARDS									
TRAINING CONTENT									
Functional:									
How to evaluate social information against theory, principles, and criteria:									
How to relate needs to services.									
Specific:									
Knowledge of agency criteria for selection.									
Knowledge of particular case situation.									

Descriptive:

.Selection is objective and consistent with criteria.

Numerical:

.Less than X% of persons selected for recommendation for group program fail to meet agency criteria.
 .Less than X% of persons meeting criteria for potential group membership not identified.

Data	People	Things	Things	People	Things	Reas.	Matn.	Lang.	TASK NO.
W.F. - LEVEL				W.F. - ORIENTATION			G. E. D.		
5A	7	1A	35%	60%	5%	6	1	4	PA.B.3

GOAL:	OBJECTIVE:
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TASK: Talks with, asks questions, listens and observes responses of group members, evaluates individual and group behavior, comments on responses and behavior, gives information in accordance with group work principles and practice, in order to help group members express their social adjustment problems and devise ways of working on solutions to their problems.

PERFORMANCE STANDARDS	TRAINING CONTENT
<u>Descriptive:</u> .Manner is pleasant, understanding. .Worker is perceptive, responses reflect sound judgment and are appropriate to the situation. .Worker elicits participation of group in group problem solving process. <u>Numerical:</u> .Over X period of time less than X% of group members make no progress toward solving their problems. .Less than X% of group members complain of worker's manner.	<u>Functional:</u> .How to apply group work theory and practice. <u>Specific:</u> .Knowledge of purpose of the group. .Knowledge of social needs and problems of individual group members.

Data	People	Things	Data	People	Things	INSTR.	Reas.	Math.	Lang.	TASK-P.J.
W.F. - LEVEL			W.F. - ORIENTATION					G. E. D.		
4	4A	1A	50%	45%	5%	3	4	1	4	PA.B.4

GOAL: OBJECTIVE:

TASK: Listens/observes/gives occasional opinion, experience, or observation to group; responding when addressed, in accordance with pre-determined role, in order to provide/impart information needed for conducting discussion group.

PERFORMANCE STANDARDS TRAINING CONTENT

Descriptive:

- .Worker is attentive, non-judgmental, non-controlling, cooperative, warm, non-coercive.
- .Explanations/information are clear, concise, and pertinent.

Numerical:

- .Less than X% complaints by group leader of lack of cooperativeness.
- .Less than X% complaints regarding explanations/information presentations not being clear/appropriate.
- .Less than X% complaints of worker's manner.
- .Less than X% complaints that worker impeded group's progress.

Functional:

- .How to facilitate purpose/progress of group.

Specific:

- .Knowledge of SOP for participating in group sessions.
- .Knowledge of particular needs and problems of group.

Data	People	Things	Data	People	Things	Reas.	Math.	Lang.	TASK NO.
W.F. - LEVEL			W.F. - ORIENTATION				G. E. D.		
4	4A	1A	35%	60%	5%	5	1	4	P A.B.5

GOAL:

OBJECTIVE:

TASK: Asks questions/listens/gives explanations of specific group purpose and expectations, describing what the experience of being in a group is like, and eliciting reaction from new group member, in order to reach agreement with new group member as to what he will try to achieve in group.

PERFORMANCE STANDARDS

Descriptive:

- .Warm, empathic, patient manner.
- .Accurate, clear explanations.

Numerical:

- .Less than X% complaints of worker's manner.
- .Less than X% complaints that explanations were inadequate or inaccurate.
- .Agreement reached in X% of cases.

TRAINING CONTENT

Functional:

- .How to apply group work theory.
- .How to describe program to elicit responses from specific group.

Specific:

- .Knowledge of purpose of group.
- .Knowledge of SOP for group membership and participation.
- .Knowledge of particular member's needs in relation to purpose of group.

Data	People	Things	Data	People	Things	INSTR.	Reas.	Math.	Lang.	TASK NO.
W.F. - LEVEL			W.F. - ORIENTATION							
4	4A	1A	35%	60%	5%	5	5	1	4	PA.B.6
GOAL:						OBJECTIVE:				
TASK: Listens/asks questions/comments on individual behavior/explains purposes of group, eliciting responses/reactions from group members, in order to assist individuals in a problem-solving group to reach agreement as to the help they desire from the group.										
PERFORMANCE STANDARDS						TRAINING CONTENT				
<u>Descriptive:</u> .Agreements reached are consistent with group purposes. .Warm, patient, non-coercive manner. .Explanations are clear. .Analysis of individual behavior is consistent with available data. <u>Numerical:</u> .Less than X% complaints of worker's manner. .In less than X% of cases, individuals fail to achieve agreement with group. .In less than X% of cases, agreement reached is inconsistent with purposes of group. .Less than X% complaint of unclear explanations.						<u>Functional:</u> .How to apply principles of group work. .How to explain material to and elicit responses from specific audience. <u>Specific:</u> .Knowledge of SOP for leading groups. .Knowledge and understanding of needs and problems of group members. .Knowledge of group purposes.				

Data	People	Things	Data	People	Things	Reas.	Math.	Lang.	TASK NO.
W.F. - LEVEL			W.F. - ORIENTATION				G. E. D.		
4	1	1A	90%	5%	5%	5	2	4	PA.B.7

GOAL: OBJECTIVE:

TASK: Examines/evaluates information derived from case information, observation and/or interviews regarding persons to be placed in educational groups, using own knowledge and experience, in order to determine characteristics and capability of the group members.

PERFORMANCE STANDARDS	TRAINING CONTENT
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<u>Descriptive:</u> .Analysis is accurate, thorough, and consistent with available data. <u>Numerical:</u> .In less than X% of cases, evaluation of needs, characteristics, and capabilities adjudged inaccurate, or incomplete.	<u>Functional:</u> .How to evaluate educational and social information against theory, principles, and criteria. <u>Specific:</u> .Knowledge of sources of information. .Knowledge of agency goals and objectives for educational groups. .Knowledge of group members.
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Data	People	Things	Data	People	Things	INSTR.	Reas.	Math.	Lang.	TASK NO.
W.F.	LEVEL		W.F.	ORIENTATION			G.	E.	D.	
5A	1	1A	85%	5%	10%	5	5	2	5	PA.B.8

OBJECTIVE:

TASK: Examines and evaluates learning needs and characteristics of group member, and writes statements of objectives in terms of what the learner is expected to be able to do or know, in relation to purposes of group, in order to formulate specific learning objectives for a particular group.

PERFORMANCE STANDARDS

Descriptive:

- .Objectives are clear, realistic, and measurable.
- .Analysis is consistent with available data.

Numerical:

- .Less than X% of learning objectives do not meet needs of the group.
- .Less than X% of learning objectives do not have measurable results.

TRAINING CONTENT

Functional:

- .How to evaluate educational and social information against theory, principles, and criteria.
- .How to write/compose educational objectives.

Specific:

- .Knowledge of sources of information to be used.
- .Knowledge of characteristics, needs, capabilities of group members.
- .Knowledge of group purpose.

Data	People	Things	Data	People	Things	INSTR.	Reas.	Matn.	Lang.	TASK NO.
W.F. - LEVEL			W.F. - ORIENTATION					G. E. D.		
4	1	1A	85%	5%	10%	5	5	3	5	PA.B.11

GOAL:

OBJECTIVE:

TASK: Reviews learning objectives, specific content, and learning experience of group, in relation to group characteristics and expected progress, using own knowledge and experience, in order to develop tests for measuring performance.

PERFORMANCE STANDARDS

Descriptive:

- .Analysis is complete, accurate, and realistic.
- .Tests and measures are objective, valid.

Numerical:

- .Less than X% of measures developed are inapplicable or irrelevant to learning objectives.
- .Less than X% of test elements developed fail to give objective measure of learning attainment.

TRAINING CONTENT

Functional:

- .How to review and evaluate information in relation to criteria and principles.
- .How to develop tests to measure performance.

Specific:

- .Knowledge of SOP for formulating performance tests/measures.
- .Knowledge of specific content, skills, abilities to be tested.
- .Knowledge of group to be tested.

Data	People	Things	Data	People	Things	INSTR.	Reas.	Math.	Lang.	TASK NO.
W.F.	LEVEL		W.F.	ORIENTATION						
4	4B	1A	40%	50%	10%	4	5	2	4	PA.B.12

GOAL:

OBJECTIVE:

TASK: Demonstrates/explains/asks questions/gives answers/encourages responses/following lesson plans developed for the particular group, in order to increase their understanding of particular lesson content.

PERFORMANCE STANDARDS

Descriptive:

- .Instruction is clear, interesting, accurate, thorough.
- .Manner is pleasant and helpful.
- .Elicits participation of learners.

Numerical:

- .Less than X% complaints about manner of presentation.
- .Over a period of time, less than X% of learning objectives not attained.
- .Less than X% complaints that explanations were inadequate or inaccurate.

TRAINING CONTENT

Functional:

- .How to encourage/stimulate a group to achieve learning objectives.
- .How to instruct/demonstrate/explain subject matter following a lesson plan.

Specific:

- .Knowledge of specific content to be taught.
- .Knowledge of learning needs and styles of particular group.

Data	People	Things	Data	People	Things	Reas.	Math.	Lang.	TASK NO.
W.F. - LEVEL			W.F. - ORIENTATION			G. E. D.			
5B	1	1A	85%	5%	10%	5	3	5	PA.B.13
GOAL:						OBJECTIVE:			
TASK: Reviews/evaluates actual performance of group in relation to objectives, using own knowledge and experience and feedback from learners and colleagues, and writes modifications to existing outlines and objectives, in order to revise outlines and objectives.									
PERFORMANCE STANDARDS						TRAINING CONTENT			
<u>Descriptive:</u> .Analysis is thorough. .Revisions are supported by data.						<u>Functional:</u> .How to evaluate educational information against theory, principles, and criteria. .How to analyze performance in relation to stated objectives.			
<u>Numerical:</u> .In X% of cases, revisions implemented lead to improved performance or improved system efficiency without loss of performance.						<u>Specific:</u> .How to use sources of information. .Knowledge of SOP re: teaching/learning activities. .Knowledge of particular content taught. .Knowledge of learning group.			

Data	People	Things	Data	People	Things	Reas.	Math.	Lang.	TASK-PJ.
W.F. - LEVEL	W.F. - ORIENTATION	W.F. - ORIENTATION	W.F. - ORIENTATION	W.F. - ORIENTATION	W.F. - ORIENTATION	INSTR.	G. E. D.		
4	1	1A	80%	10%	10%	5	5	3	4
									PA.B.14

GOAL:

OBJECTIVE:

TASK: Evaluates/assesses the content of group session, group development, individual responses, and future plans for the group and individuals, drawing upon knowledge of group theory and individual dynamics, and writes summary according to SOP, in order to make a written summary and evaluation of a particular group work session.

PERFORMANCE STANDARDS

Descriptive:

- .Evaluation is clear and supported by data.
- .Summary is thorough, and completed according to SOP.

Numerical:

- .Less than X% complaints that summary is incomplete or inaccurate.
- .Over X period of time less than X number of evaluations are not useful for future planning.

TRAINING CONTENT

Functional:

- .How to evaluate educational/social information against theory, principles, and criteria.
- .How to review and evaluate feedback from group.
- .How to write: summary.

Specific:

- .Knowledge of SOP for summary.
- .Knowledge of group as individuals and as group members.

Data	People	Things	Data	People	Things	Reas.	Math.	Lang.	TASK-NO.
W.F.	LEVEL		W.F.	ORIENTATION		INSTR.	G. E. D.		
3B	2	1A	50%	45%	5%	3	3	1	4
									PA.C.1

GOAL:

OBJECTIVE:

TASK:

Asks questions, listens to responses of complainant, restating for clarification vague or emotionally charged statements about complaint, and writes specified information on form, in order to record information on source, nature, and scope of the complaint.

PERFORMANCE STANDARDS

Descriptive:

. Worker's questions are clear.
. Information is recorded accurately and completely.

Numerical:

. Over X period of time, no more than X% of forms returned to worker due to incomplete, inadequate information.

TRAINING CONTENT

Functional:

. How to ask questions and listen to and record responses.
. How to deal with emotional and upset agency clients.

Specific:

. Knowledge of agency SOP for completing questionnaire form and interviewing client.

Data	People	Things	Data	People	Things	Reas.	Matn.	Lang.
W.F. - LEVEL			W.F. - ORIENTATION			INSTR.	G. E. D.	TASK - P.J.
3B	3A	1A	15%	80%	5%	3	1	4

PA.C.2

OBJECTIVE:

GOAL

TASK: Talks with anxious, confused, and/or reluctant complainant, giving assurances, support, and expressing concern, explaining procedures for following up complaint, in order to alleviate complainant's doubts/fears and put him at ease, and help him file his complaint.

PERFORMANCE STANDARDS

Descriptive:

- .Worker is understanding, patient, and empathic towards complainant.
- .Conversation is tactful, and related to complainant's situation.

Numerical:

- .X% of complainants report worker's manner was helpful and understanding.
- .X% initially upset complainants able to complete report to the worker.

TRAINING CONTENT

Functional:

- .How to instill confidence, give assurance, and support to a reluctant complainant.
- .How to explain/present information to specific audience.

Specific:

- .Knowledge of agency SOP and options for dealing with complainant.
- .Knowledge and understanding of feelings and responses of person filing complaint.

Data		People	Things	Data		People	Things	INSTR.	Reas.	Math.	Lang.
W.P. - LEVEL		W.P. - ORIENTATION		W.P. - ORIENTATION		W.P. - ORIENTATION					
4	4A	1A	40%	50%	10%	3	4	1	4	PA.C.3	

GOAL:

OBJECTIVE:

TASK: States/answers questions about/interprets nature of complaint and legal obligation of the agency to the family who is the subject of the complaint of child neglect, in order to inform family of their role and agency's involvement.

PERFORMANCE STANDARDS

Descriptive:

- .Explanations are accurate and complete.
- .Worker is perceptive, courteous, patient, and sensitive to family's responses.

Numerical:

- .Less than X% of families express a lack of understanding of worker's and agency's role in dealing with complaint.
- .Less than X% of families complain of worker's manner.
- .X% of families accept and continue to talk with worker.

TRAINING CONTENT

Functional:

- .How to explain/relate information to specific audience.
- .How to assess and relate to emotional state of family.

Specific:

- .Knowledge of how to use agency policy regarding worker and agency role in child neglect cases.
- .Knowledge of complaint.
- .Knowledge of family's feelings and responses to complaint.

Data	People	Things	Data	People	Things	Reas.	Math.	Lang.	TASK-I.D.
W.F. - LEVEL	W.F. - ORIENTATION	W.F. - ORIENTATION	W.F. - ORIENTATION	W.F. - ORIENTATION	W.F. - ORIENTATION	INSTR.	G. E. D.		
4	4A	1A	50%	45%	5%	5	5	3	5
									PA.C.4

OBJECTIVE:

GOAL:

TASK: Talks about/discusses with parent child neglect complaint, asking and answering questions, listening to responses, observing/evaluating the extent of neglect and danger to the child, in order to determine the validity of a neglect complaint.

PERFORMANCE STANDARDS

Descriptive:

- .Explanations are clear and accurate.
- .Worker is perceptive, firm, objective, articulate, and empathic.
- .Determination is consistent with available data.

Numerical:

- .Less than X% of parents contacted fail to engage in meaningful discussion of complaint.
- .Less than X% of parents complain about worker's manner.
- .Supervisory review shows less than X% of determinations are invalid.

TRAINING CONTENT

Functional:

- .How to engage frightened or defensive person in discussion of difficult issues.
- .How to detect neglect, abuse, exploitation and judge extent of danger to children.
- .How to evaluate social information against principles, theory, and criteria.

Specific:

- .Knowledge of agency protective service program and worker's role in use of policies, and legal mandate.
- .Knowledge of specific complaint.
- .Knowledge of feelings and responses of family to neglect complaint.

Data	People	Things	Data	People	Things	Reas.	Math.	Lang.
W.F. - LEVEL			W.F. - ORIENTATION			INSTR.	G. E. D.	TASK - NO.
4	1A	1A	90%	5%	5%	5	2	4

GOAL:

OBJECTIVE:

TASK: Examines/evaluates information gathered about home situation (reports of home visits, case records, reports from community resources, etc.) against agency guidelines for determining neglect, in order to decide whether or not to recommend removal of the child from his home/placement.

PERFORMANCE STANDARDS

Descriptive:

- .Evaluation is thorough, and complete.
- .Worker's decisions are consistent with available data and acceptable agency practice.

Numerical:

- .All evaluations completed within X time of complaint/referral as designated by agency.
- .Less than X% recommendations not followed by the court.

TRAINING CONTENT

Functional:

- .How to evaluate social information against theory, principles, and criteria.
- .How to read/interpret:agency guidelines, reports, case records.

Specific:

- .Knowledge of laws and agency guidelines regarding neglect.
- .Knowledge of case situation.

Data	People	Things	Things	Data	People	Things	INSTR.	Reas.	Math.	Lang.	TASK-P.A.
W.F. - LEVEL				W.F. - ORIENTATION					G. E. D.		
4	1A	1A	10%	80%	10%	10%	5	5	3	5	PA.C.7

OBJECTIVE:

GOAL:

TASK: Evaluates/examines data obtained from interviews, observation of home and family (results of physical and psychological exams) drawing on own knowledge and experience and agency precedents and guidelines, and composes written report, in order to make recommendations to juvenile court regarding a child's situation, needs, and possible agency plans for care, custody.

PERFORMANCE STANDARDS

Descriptive:

.Analysis is perceptive, thorough, and accurate.
 .Recommendations are realistic and feasible and consistent with available data and agency practice.

Numerical:

.Worker completes evaluation and recommendation within X period of time.
 .Over X period of time less than X% of cases have to be reevaluated, due to recommendations based on inaccurate or incomplete information.

TRAINING CONTENT

Functional:

.How to evaluate social information against criteria and principles.
 .How to write: reports.

Specific:

.Knowledge of case situation.
 .Knowledge of agency procedures, programs, and policies regarding child care/custody.
 .Knowledge of court procedures re: child custody.

Data	People	Things	Data	People	Things	INSTR.	Reas.	Math.	Lang.	TASK-NO.
W.F. - LEVEL			W.F. - ORIENTATION					G. E. D.		
4	4A	1A	40%	55%	5%	5	5	3	5	PA.C.8

GOAL:

OBJECTIVE:

TASK: Gives information and evaluation and recommendations in testimony to court, regarding the home and family situation of a child, answering questions and objections and justifying recommendations, in order to make expert testimony to court regarding a child's situation and possible plans for his care.

PERFORMANCE STANDARDS

Descriptive:

- .Worker is respectful, perceptive, articulate, and thoughtful, but unwavering in his testimony.
- .The testimony is clear, concise, and consistent.
- .Recommendations are supported by available data.

Numerical:

- .Less than X% negative reactions over X period of time from the court as to worker's manner.
- .Less than X% complaints over X period of time that testimony was unclear, inconsistent, or poorly supported.

TRAINING CONTENT

Functional:

- .Knowledge of problems, needs of children, and possible solutions: theory and principles.

Specific:

- .Knowledge of agency programs and policies in regards to care and protection of children.
- .Knowledge of specific case situation.
- .How to present recommendations/expert testimony in court.

Data	People	Things	Data	People	Things	Reas.	Math.	Lang.	TASK-P.O.
W.F.	LEVEL		W.F.	ORIENTATION		INSTR.	G. E. D.		
3B	3B	1A	40%	50%	10%	3	1	3	PA.D.1

GOAL:

OBJECTIVE:

TASK:

Informs client of availability of homemaker services; explains benefits to be derived from program, in order to persuade client to accept services of homemaking program.

PERFORMANCE STANDARDS

TRAINING CONTENT

Descriptive:

- .Explanation is clear, accurate, persuasive, and related to needs of client.
- .Worker's manner is courteous and non-controlling.

Numerical:

- .Less than X% complaints that explanation was unclear or inaccurate.
- .Less than X% complaints of worker's manner.
- .Less than X% complaints of coercion.
- .Less than X% of clients failed to accept services due to incomplete or inaccurate information or to worker's manner.

Functional:

- .How to explain/present information to specific audience.
- .How to encourage/persuade people.

Specific:

- .Knowledge of needs of specific client.
- .Knowledge of homemaker program.

Data		People		Things		Data		People		Things		Instr.		Reas.		Math.		Lang.		TASK NO.	
W.F. - LEVEL						W.F. - ORIENTATION															
3B	2	1A	50%	40%	10%							3	3	2	3						PA.D.2
GOAL:												OBJECTIVE:									
TASK: Introduces homemaker to client, talks with/answers questions, explains in detail service to be offered to client on initial visit to his home, in order to introduce homemaker and inform client of nature and extent of homemaking services.																					
PERFORMANCE STANDARDS												TRAINING CONTENT									
<u>Descriptive:</u> .Worker's manner is warm and friendly. .Worker's explanations are clear, accurate, and thorough.												<u>Functional:</u> .How to convey information to a specific audience. <u>Specific:</u> .Knowledge of specific service plan. .Knowledge of client's background. .Knowledge of homemaker's responsibilities in specific situation.									
<u>Numerical:</u> .Less than X% complaint regarding worker's manner. .Less than X% complaint that explanation of offered services not clear or complete. .No more than X% of clients complain about homemaker services due to unrealistic expectations.																					

Data	People	Things	Data	People	Things	INSTR.	Reas.	Math.	Lang.	TASK-NJ.
W.F. - LEVEL			W.F. - ORIENTATION							
3B	3A	1A	30%	60%	10%	4	4	2	4	PA.D.3

GOAL:

OBJECTIVE:

TASK: Encourages/praises/supports client during assignment of homemaker, allowing client opportunity to discuss feelings and reaction/anxieties about homemaker and service being provided, in order to reinforce progress being made by client.

PERFORMANCE STANDARDS

Descriptive:

.Worker's manner is warm, sincere, and tactful.

Numerical:

.Less than X number of complaints regarding worker's manner.

TRAINING CONTENT

Functional:

.How to praise/support/encourage specific audience.

Specific:

.Knowledge of homemaking service program.
.Knowledge of background of family situation.

Data		People	Things	Data		People	Things	INSTR.	Reas.	Math.	Lang.	TASK NO.
W.F. - LEVEL				W.F.		ORIENTATION			G.	E.	D.	
4	4A	1A	50%	40%	10%			4	5	3	4	PA.D.4

GOAL:

OBJECTIVE:

TASK:

Examines/evaluates client's progress with client and homemaker, discussing client's needs, progress, and ability to use service constructively, in order to plan changes (increase/decrease of service, termination, etc.) in services provided by a homemaker.

PERFORMANCE STANDARDS

Descriptive:

- .Worker's manner is concerned, attentive, non-authoritarian, tactful, and patient.
- .Worker is open to suggestions and criticism of others.
- .Decisions made are mutually acceptable and consistent with available data.

Numerical:

- .Less than X% complaints of worker's manner/attitude.
- .Agreement between workers is reached on X% of cases.

TRAINING CONTENT

Functional:

- .Knowledge and ability to evaluate information and communicate it.
- .How to listen to opinions of others, accept recommendations and criticisms.

Specific:

- .Knowledge of homemaker services program.
- .How to make a service plan.

Data	People	Things	Data	People	Things	Reas.	Matn.	Lang.		
W.F. - LEVEL			W.F. - ORIENTATION			INSTR.	G. E. D.	TASK-PJ.		
3B	2	1A	45%	50%	5%	4	4	3	4	PA.E.1

GOAL:

OBJECTIVE:

TASK: Describes/discusses types of child care available; gives general explanation of benefits of each type, tailoring explanation to interests of a particular client, in order to inform client of types of child care arrangements available.

PERFORMANCE STANDARDS

TRAINING CONTENT

Descriptive:

- .Explanation is clear, accurate, and related to specific client's needs/problems.
- .Manner is warm, friendly.

Numerical:

- .Less than X% complaints of worker's manner.
- .Less than X% complaints that explanation was inadequate.

Functional:

- .How to explain/describe program to specific audience.

Specific:

- .Knowledge of local child care programs.
- .Knowledge of client's situation.

Data	People	Things	Data	People	Things	INSTR.	Reas.	Math.	Lang.	TASK-NJ.
W.F. - LEVEL	4A	1A	W.F. - ORIENTATION	50%	45%	5	5	G. E. D.	4	PA.E.2
4					5%					
GOAL:						OBJECTIVE:				
TASK: Asks questions of mother; observes children (age, socialization, family relationship, and individual development and behaviors); relates child care alternatives to discussion and evaluation of each child's needs, drawing upon knowledge of child development, purposes, benefits of, and drawbacks of types of child care and specific resources available in the community, in order to help mother choose child care plan to meet specific needs of each child.						TRAINING CONTENT				
PERFORMANCE STANDARDS						FUNCTIONAL:				
Descriptive:						Functional:				
.Manner is warm, empathic, non-coercive, patient. .Explanations are accurate, and clear. .Evaluation of children's needs is accurate, and consistent with available data.						.How to evaluate social/psychological information against theory and principles of child development. .How to elicit information and feelings. .How to assist persons in making decisions.				
Numerical:						Specific:				
.Less than X% complaints of worker's manner. .Less than X% complaints that child care plan did not meet the child's needs, due to incomplete or inaccurate information or faulty judgment by worker. .Less than X% complaints that worker did not understand/take into account mother's desires. .Agreement/understanding is reached in X% of cases.						.Knowledge of agency and community child care programs. .Knowledge of specific case situation.				

Data		People	Things	Data	People	Things	Reas.	Math.	Lang.	TASK NO.
W.F. - LEVEL				W.F. - ORIENTATION			G. E. D.			
4	1A	1A	1A	80%	10%	10%	3	3	4	PA.E.3

GOAL:

OBJECTIVE:

TASK: Reviews/studies child care listing of available resources for appropriateness of placement of particular child, number of vacancies, geographic location of facilities, and information about the specific needs of the child, in order to select and recommend alternative child care facilities to mother.

PERFORMANCE STANDARDS

TRAINING CONTENT

Descriptive:

.Review is thorough.

.Recommendations are suitable/appropriate for child and consistent with available data.

Numerical:

.Less than X% complaints that recommended facilities were not appropriate.

.In X% of cases, determination made within X time of decision to seek a specific kind of child care, or request for recommendation.

Functional:

.How to select information from a mass of data, on the basis of guidelines and criteria.

Specific:

.Knowledge of child care facilities.

.How to locate and use sources of information.

.Knowledge of client's situation.

Data		People	Things	Data		People	Things	Reas.	Matn.	Lang.	TASK. P.J.
W.F. - LEVEL				W.F. - ORIENTATION					G. E. D.		
4	1	1A		80%	10%	10%		4	3	4	PA.E.5

OBJECTIVE:

ASK: Composes/writes assessment of child care needs, and plans to meet those needs, as developed in conference with child's mother, and/or from worker evaluation of child's needs, in order to record child care plans for a particular child.

PERFORMANCE STANDARDS

TRAINING CONTENT

Descriptive:

- .Reasonable promptness.
- .Report is clear, concise, and accurately reflects understanding developed with mother.

Numerical:

- .In less than X% of cases, written assessment not completed prior to placement of child.
- .Less than X% complaints that assessment is inaccurate/unclear.
- .Less than X% complaints from mothers that plan does not represent understanding reached in conference.

Functional:

- .How to write narrative reports.
- .How to evaluate/assess needs of child for care.
- .How to select child care programs which relate to child's needs.

Specific:

- .Knowledge of local child care program.
- .Knowledge of SOP for recording plan.
- .Knowledge of case situation.

Data	People	Things	Data	People	Things	INSTR.	Reas.	Matn.	Lang.	TASK NO.
	W.F. - LEVEL		W.F. - ORIENTATION					G. E. D.		
4	4A	1A	50%	45%	5%	5	5	3	4	PA.E.6

GOAL:

OBJECTIVE:

TASK: Interviews/assesses person recommended by mother as in-home day care provider, asking questions, observing and evaluating responses and motivation, in order to determine the suitability of a person as an in-home day care provider for children.

PERFORMANCE STANDARDS

Descriptive:

.Worker is tactful, considerate, and thorough.
 .The evaluation is clear, complete, accurate, and consistent with available data.

Numerical:

.Less than X% of persons in follow-up sample complain of worker's manner.
 .Less than X% of placements, over X period of time, fail because of persons being unsuitably approved.

TRAINING CONTENT

Functional:

.How to obtain information from specific audience.
 .How to evaluate information against theory and principles of child development and care.

Specific:

.Knowledge of agency programs, standards, and procedures for in-house day care.
 .Knowledge of case situation.

Data	People	Things	Data	People	Things	INSTP.	Reas.	Math.	Lang.	TASK-F.J.
W.F. - LEVEL			W.F. - ORIENTATION				G. E. D.			
4	1	1A	80%	10%	10%	4	4	2	4	PA.E.7
GOAL:						OBJECTIVE:				
TASK:						Evaluates/assesses baby sitter candidate's qualifications in relation to particular child's needs, and writes/composes assessment of candidate, in order to document suitability of a particular person to give in-home care to child.				
PERFORMANCE STANDARDS						TRAINING CONTENT				
<u>Descriptive:</u> .Assessment is clear, and consistent with available data. .Reasonable speed.						<u>Functional:</u> .How to write reports. .How to evaluate social information in relation to principles and theory of child development and care.				
<u>Numerical:</u> .Less than X% complaints that information is not clear. .In less than X% of cases, assessment is not completed prior to child placement. .Less than X% complaints that assessment is not accurate.						<u>Specific:</u> .Knowledge of SOP for written assessment of baby sitters. .Knowledge of case situation.				

Data	People	Things	Data	People	Things	INSTR.	Reas.	Math.	Lang.	TASK-F.O.
W.F.	LEVEL		W.F.	ORIENTATION			G. E. D.			
3B	2	1A	40%	50%	10%	2	2	2	3	PA.E.8
GOAL:						OBJECTIVE:				
TASK:						INFORMS PERSONS CONSIDERED FOR BABY SITTING SERVICES OF APPROVAL, DIVISION PROCEDURES FOR PAYMENT OF BABY SITTERS, AND ANSWERS QUESTIONS, PROVIDES BABY SITTING AGREEMENT FORMS FOR SIGNATURES, IN ORDER TO ESTABLISH AGREEMENT WITH BABY SITTER FOR SERVICES OF A PARTICULAR CHILD.				
PERFORMANCE STANDARDS						TRAINING CONTENT				
<u>Descriptive:</u> .Manner is pleasant and courteous. .Information is accurate and complete. .Forms are completed accurately. <u>Numerical:</u> .Less than X% error in completing required form. .Less than X% complaint regarding worker's manner. .Less than X number of complaints of inadequate/inaccurate explanation.						<u>Functional:</u> .How to explain procedures to specific audience. <u>Specific:</u> .Knowledge of SOP for completing agreement forms.				

Data	People	Things	Data	People	Things	Reas.	Math.	Lang.	TASK NO.
W.F. - LEVEL			W.F. - ORIENTATION			INSTR.	G. E. D.		
4	4A	1A	45%	50%	5%	5	2	5	PA.E.10

OBJECTIVE:

TASK: Asks questions of mother of day care child with problems; comments/gives information from evaluation of child's problems, suggests courses of action, evaluates and responds to client statements, in keeping with evaluation of child's needs and problems, and mother's ability to understand and act, in order to come to agreement with mother about what should be done to alleviate or solve problems of child in day care.

PERFORMANCE STANDARDS

Descriptive:

- .The suggestions are clear and related to the situation.
- .The worker is sensitive, perceptive, and interested.
- .Agreements reached are realistic/feasible.

Numerical:

- .Less than X number of complaints of worker's manner over X period of time.
- .In X% of cases, worker and mother reach agreement on a plan of action.

TRAINING CONTENT

Functional:

- .How to evaluate social and psychological information against theory and principles of child development and care.
- .How to present information and suggestions to meet needs and problems of others.

Specific:

- .Knowledge of local resources for helping solve child care problems.
- .Knowledge of agency day care policies and programs.
- .Knowledge of case situation.

Data	People	Things	Data	People	Things	Reas.	Math.	Lang.	TASK-PJ.
W.F.	LEVEL		W.F.	ORIENTATION		INSTR.	G. E. D.		
4	2	1A	55%	40%	5%	5	2	4	PA.E.11

GOAL:

OBJECTIVE:

TASK:

Asks questions of day care operator or baby sitter; observes and evaluates behavior of child in day care setting, actions of the operator, and facility limitations in relation to theories of child development and using own knowledge and experience, in order to obtain information from day care operator/baby sitter of a child's problems in day care.

PERFORMANCE STANDARDS

Descriptive:

- .Manner is courteous, patient, not intrusive.
- .Evaluation is thorough, and consistent with available data.
- .Information is accurate and complete.

Numerical:

- .Less than X% complaints of worker's manner.
- .In less than X% of cases plans based on information obtained are unrealistic or inappropriate due to incomplete or inaccurate information.

TRAINING CONTENT

Functional:

- .General knowledge of theories of child development and day care programs.
- .How to evaluate/assess problems of children in day care.
- .How to elicit information from specific audience.

Specific:

- .Knowledge of SOP for observing and evaluating child in day care program.
- .Knowledge of specific situation.

Data	People	Things	Data	People	Things	INSTR.	Reas.	Math.	Lang.	TASK NO.
W.F.	LEVEL		W.F.	ORIENTATION						
3B	2	1A	50%	45%	5%	3	3	2	4	PA.E.13

GOAL:

OBJECTIVE:

TASK:

Talks with/answers questions of/explains and describes fee for license, fire and health inspections, medical information, etc., to day care operator, in order to inform operator of licensing requirement and standards.

PERFORMANCE STANDARDS

Descriptive:

- .Information is accurate and complete.
- .Manner is pleasant and courteous.

Numerical:

- .Less than X% of clients complain of worker's manner.
- .Less than X% of day care operators complain that information was inaccurate or incomplete.

TRAINING CONTENT

Functional:

- .How to select specified information from a mass of data.
- .How to give information to and answer questions of specific audience.

Specific:

- .Knowledge of agency SOP and regulations for Day Care licensing program.

Data	People	Things	Data	People	Things	Reas.	Math.	Lang.	TASK-P.J.
W.F.	LEVEL		W.F.	ORIENTATION		INSTR.	G.E.D.		
4	2	1A	50%	45%	5%	5	3	5	PA.E.14

GOAL:

OBJECTIVE:

TASK: Talks with/asks questions of family making application to be day care parents during home visit, observing and evaluating family motivation, strengths, interactions and conditions and facilities of house and neighborhood, in order to determine the suitability of a home for the placement of day care children.

PERFORMANCE STANDARDS

Descriptive:

- .Worker is tactful, considerate, and thorough.
- .The evaluation is clear, complete, and consistent with available data.

Numerical:

- .Less than X% of families complain of worker's manner.
- .Over X period of time less than X% of placements are unsuitable due to faulty assessment made by worker.

TRAINING CONTENT

Functional:

- .How to elicit information from specific audience.
- .How to evaluate information against principles and theory of child development and care.

Specific:

- .Knowledge of agency programs, standards, and procedures for day care.

Data	People	Things	Data	People	Things	Reas.	Math.	Lang.	TASK-FJ.
W.F.	LEVEL		W.F.	ORIENTATION		G.	E.	D.	
4	4A	LA	40%	50%	10%	4	2	4	PA.E.15

GOAL:

OBJECTIVE:

TASK:

Reviews policy and program materials with unlicensed day care provider, informing her of her relationship to the Division and its procedures, objectives, and expectations, and describing programs and methods for improving day care provision, drawing upon own knowledge and experience and agency guidelines and standards, in order to provide information needed for care facility to improve level of service.

PERFORMANCE STANDARDS

Descriptive:

- .Worker is open, perceptive, articulate, convincing.
- .Information is clear, accurate, comprehensive, concise, and applicable.

Numerical:

- .No more than X% of providers complain of worker's manner.
- .No more than X% of providers report information is inadequate or inaccurate.
- .X% of providers agree to make improvements in program or facilities.

TRAINING CONTENT

Functional:

- .How to evaluate information in relation to principles of child development and care.
- .How to read: agency guidelines, manuals, etc.
- .How to convey information to specific audience.

Specific:

- .Knowledge of agency day care program, procedures, policies, and objectives.
- .Knowledge of particular day care facility and its program.
- .How to use agency guidelines and standards.

Data	People	Things	Data	People	Things	Reas.	Math.	Lang.	TASK.
W.F. - LEVEL			W.F. - ORIENTATION				G. E. D.		P.O.
3B	1A	1A	90%	5%	5%	3	1	3	PA.E.16

OAL:

OBJECTIVE:

ASK:

Selects/chooses games and activities for a group of institutionalized children from a knowledge of available facilities, list of approved activities, and the children's interests and abilities, in order to plan group activities.

PERFORMANCE STANDARDS

Descriptive:

- .Games/activities are varied and fun for the children.
- .Selections are appropriate for group.

Numerical:

- .Over X period of time, no more than X activities are disapproved by supervisor because they are inappropriate.
- .Over X period of time, no more than X complaints from children about choice of activity.

TRAINING CONTENT

Functional:

- .Knowledge of types of games and activities of interest to children.
- .How to select specified information from a mass of data.

Specific:

- .Knowledge of what activities can be approved by agency.
- .Knowledge of facilities available.
- .Knowledge of children's interests/abilities.

Data	People	Things	Data	People	Things	INSTR.	Reas.	Math.	Lang.	TASK-F.O.
W.F.	LEVEL		W.F.	ORIENTATION			G.	E.	D.	
3B	3C	1A	30%	55%	15%	3	3	1	3	PA.E.17

GOAL:

OBJECTIVE:

ASK:

Talks to/plays games with a group of children, encouraging them to join in activities and reminding them of the rules in pre-planned recreations, in order to involve children in group activities.

PERFORMANCE STANDARDS

Descriptive:

- .Worker is pleasant, enthusiastic, and friendly.
- .Encourages the children to be the main participants in the games and activities.
- .Is alert and aware of all the children, and divides the attention fairly.

Numerical:

- .In a sample of co-workers, X% approve of worker's style and manner with children.
- .Over X period of time, X% of children get involved in the activities.

TRAINING CONTENT

Functional:

- .How to help/encourage participation in group activities.
- .How to play games with children.

Specific:

- .Knowledge of rules of the games, and ground rules for conduct, and personalities, likes, dislikes, etc., of the specific children.

Data		People	Things	Data	People	Things	Reas.	Math.	Lang.	TASK-NO.
W.F. - LEVEL				W.F. - ORIENTATION			INSTR.	G. E. D.		
3B	3C	1A	30%	55%	15%		3	1	3	PA.E.18

OAL:

OBJECTIVE:

ASK: Explains the rules of a new game to children, encouraging them to participate, demonstrating skills/techniques, using any supplied equipment, in order to teach them the game.

PERFORMANCE STANDARDS

Descriptive:

- .Explanation is clear, simple, and concise.
- .Manner is enthusiastic and friendly.
- .Plays the game with ease and skill.

Numerical:

- .Over X period of time, X% of the children are able to play the game.
- .No more than X complaints from the children that the games are confusing or too difficult.

TRAINING CONTENT

Functional:

- .How to teach games to children.
- .How to help/encourage children to participate in recreational activity.

Specific:

- .How to play the specific game.
- .Knowledge of the personalities, likes/dislikes, etc., of specific children in the group.
- .How to locate and use supplies and equipment.

Data	People	Things	Data	People	Things	Reas.	Math.	Lang.	TASK
W.F.	LEVEL		W.F.	ORIENTATION			G. E. D.		
3B	2	2A	30%	55%	15%	3	1	3	PA.E.19

OBJECTIVE:

TASK: Demonstrates how to make simple paper toy to a child, explaining each step and how the toy works, using scissors, crayons, paste, etc., and following a pattern, in order to show the child how the toy is made.

PERFORMANCE STANDARDS	TRAINING CONTENT
<u>Descriptive:</u> .Demonstration and explanation are clear, simple, and concise, and cover all important points. .Manner is friendly and patient. .Questions are answered completely and accurately. <u>Numerical:</u> .X% of children who see this demonstration can explain, in their own words, how to make the toy. .X% of children can make the toy without further instruction.	<u>Functional:</u> .How to teach children to make toys with paper, crayons, scissors, paste, etc. .How to answer a child's question. <u>Specific:</u> .How to obtain materials. .How to make the toy. .Knowledge of children in group.

Data	People	Things	Data	People	Things	INSTR.	Reas.	Math.	Lang.	TASK-PJ.
W.F.	LEVEL		W.F.	ORIENTATION				G. E. D.		
3B	3A	1A	40%	55%	5%	3	3	1	3	PA.E.20

GOAL:

OBJECTIVE:

TASK: Talks to/directs/watches children attending a movie or sports event, or on a field trip, reminding them of basic rules of conduct and making certain that no one gets separated from the group, in order to maintain group discipline and safety.

PERFORMANCE STANDARDS

TRAINING CONTENT

Descriptive:

- .Manner is firm and unbiased, shows concern for the children.
- .Is alert and aware of the activities of all the children.
- .Rules of conduct and safety are clearly explained.

Numerical:

- .In X trips, no more than X complaints that the children did not follow rules of conduct or safety.
- .No child is injured on trip because of proven neglect on the part of the worker.
- .In a sample of co-workers, X% approve of worker's style and manner with children.

Functional:

- .How to discipline groups of children.
- .How to present/explain information to specific audience.

Specific:

- .Knowledge of the ground rules for the activity.
- .Knowledge of children in group.

Data	People	Things	Data	People	Things	Reas.	Math.	Lang.	TASK NO.
W.F. - LEVEL			W.F. - ORIENTATION				G. E. D.		
5B.	7	1A	40%	55%	5%	6	5	2	4
									PA.F.1

GOAL:

TASK: Advises/counsels unwed expectant mothers about plans for her child, exploring, listening to, and reflecting responses and feelings, suggesting ways of coping with guilt and anxiety, and suggesting alternative resources for handling the problem, in order to help unwed expectant mother in making decisions and plans for the welfare and future of her child.

PERFORMANCE STANDARDS

Descriptive:

- .The advise and suggestions are clear and related to client's expressed needs.
- .The worker is perceptive, sensitive, respectful of feelings, and supportive.
- .Analysis is thorough.

Numerical:

- .Less than X% of clients complain of worker's manner.
- .X% of clients, in follow-up sample, report that the advice and support was helpful.
- .In less than X% of cases suggestions were inappropriate due to faulty analysis.

TRAINING CONTENT

Functional:

- .How to listen, explore and reflect feelings, give advice/counsel to meet needs of others according to principles and theories.

Specific:

- .Knowledge of local resources for helping unwed mothers.
- .Knowledge of case situation and possible solutions.
- .Knowledge of procedures for obtaining services for unwed parents.

Data	People	Things	Data	People	Things	Reas.	Matn.	Lang.	TASK-FJ.
W.F.	LEVEL		W.F.	ORIENTATION					
4	4A	1A	40%	55%	5%	5	2	4	PA.F.3

GOAL:

OBJECTIVE:

ASK:

Talks with persons regarding their use of contraceptives, exploring their feelings, motivation, and knowledge of specific techniques, advising as to methods, techniques and resources and ways of handling/forestalling problems, in order to help persons make decision about use of contraceptives.

PERFORMANCE STANDARDS

Descriptive:

- .Information is accurate and complete.
- .The advice and suggestions are clear and related to the client's expressed needs and feelings.
- .The worker is perceptive, sensitive, and respectful of feelings.

Numerical:

- .Less than X% of clients, in X period of time, complain of worker's manner.
- .X% of clients, in follow-up sample, report that the advice was helpful.
- .In less than X% of cases, client is unable to make decision due to worker's manner, incomplete or inaccurate information, or faulty analysis.

TRAINING CONTENT

Functional:

- .How to listen, explore, and reflect feelings, give advice/counsel to meet needs of others, according to principles and theories.

Specific:

- .Knowledge of local family planning and birth control resources.
- .Knowledge of client situation.
- .Knowledge of specific birth control techniques.
- .Knowledge of agency SOP re: family planning services.

Data		People		Things		Data		People		Things		INSTR.	Reas.		Math.	Lang.	TASK-NO.
W.F. - LEVEL		W.F. - ORIENTATION		W.F. - ORIENTATION		W.F. - ORIENTATION		W.F. - ORIENTATION		W.F. - ORIENTATION			G. E. D.				
4	4A	1A	40%	55%	5%	5	4	2	4								PA.F.4

OBJECTIVE:

ASK: Advises client regarding birth control methods, exploring interests, preferences, and knowledge, and giving detailed direction in utilization of preferred methods, techniques, or resources, in order to increase a person's understanding of and ability to utilize birth control methods.

TRAINING CONTENT

Descriptive:

.The information and advice is clear, accurate, and thorough, and related to the needs of the client.
 .The worker is respectful of feelings, sensitive and tactful.

Numerical:

.Less than X% of clients complain of worker's manner.
 .Less than X% of clients report lack of understanding due to inaccurate or incomplete information.

Functional:

.How to present information to specific audience.

Specific:

.Knowledge of local family planning and birth control resources.
 .Knowledge of agency SOP for family planning services.
 .Knowledge of birth control methods and techniques.
 .Knowledge of client situation.

PERFORMANCE STANDARDS

Data	People	Things	Data	People	Things	Reas.	Matn.	Lang.	TASK-P.J.
W.F. - LEVEL			W.F. - ORIENTATION			INSTR.	G. E. D.		
5B	7	1A	40%	55%	5%	6	5	3	5
									PA.F.5

OBJECTIVE:

GOAL:

TASK: Advises/counsels unmarried parents regarding the interests of their child, exploring feelings, building motivation, directing them to focus on the child's needs and advising them as to alternatives, courses of action (establishing legal paternity, provisions for support, etc.), in order to help unmarried parents make decisions regarding their child.

PERFORMANCE STANDARDS

Descriptive:

- .The advise and suggestions are clear and related to client's expressed needs and feelings.
- .The worker is perceptive, sensitive, respectful of feelings, and supportive.

Numerical:

- .X% of clients, in follow-up sample, over X period of time, report approval of worker's manner.
- .X% of clients, in follow-up sample, report that the advice and direction was helpful.

TRAINING CONTENT

Functional:

- .How to listen, explore, and reflect feelings, give advice/counsel to meet needs of others, according to principles and theories.

Specific:

- .Knowledge of local resources for helping unwed mothers establish paternity, secure support.
- .Knowledge of agency SOP for services to unwed parents.
- .Needs, problems, and their possible solutions for children born out of wedlock.
- .Knowledge of client situation.

Data	People	Things	Data	People	Things	Reas.	Math.	Lang.	TASK NO.
W.F. - LEVEL			W.F. - ORIENTATION				G. E. D.		
5B	7	1A	40%	55%	5%	6	5	2	5
									PA.F.6

OAL:

OBJECTIVE:

ASK:

Conducts counseling and therapeutic interviews with a group of unmarried couples expecting or having borne a child, guiding them in gaining insight into their relationship and suggesting alternate courses of action in order to help unwed parents move toward an adjustment/resolution of their relationship.

PERFORMANCE STANDARDS

Descriptive:

.The worker's ideas, responses, suggestions are clear, understandable, and related to problems, feelings expressed by the persons.
 .The worker is perceptive, respectful of others, sensitive, and patient.
 .Clients make progress in resolution of problems.

Numerical:

.Less than X% of persons complain of worker's manner.
 .X% of persons, who choose not to marry, report satisfactory adjustment to that status.
 .Less than X% of couples fail to make progress toward adjustment or resolution due to inappropriate or unclear suggestions from worker.

TRAINING CONTENT

Functional:

.How to listen to others, reflect back expressed problems, feelings, etc., according to principles and theories.
 .How to draw out and encourage person to participate in discussion.

Specific:

.Knowledge of persons' situations.
 .Knowledge of local resources for dealing with problems of unwed parents.
 .Knowledge of agency SOP for services to unwed parents.
 .Knowledge of needs, problems, with possible solutions, of unwed parents.

Data	People	Things	Data	People	Things	Reas.	Math.	Lang.	TASK-NO.
W.F.	LEVEL		W.F.	ORIENTATION			G. E. D.		
4	4A	1A	40%	55%	5%	5	2	4	PA.F.7

OBJECTIVE:

TASK: Talks with/discusses preferences, feelings, and situation; with unwed mother, explaining possible arrangements, in order to provide mother with information necessary to obtain confidential maternity and medical care.

PERFORMANCE STANDARDS

Descriptive:

- .Suggestions are related to client's needs and preferences.
- .The worker is perceptive, sensitive, respectful of feelings, and supportive.
- .Information is accurate and complete.

Numerical:

- .X% of clients, in follow-up sample, report that suggestions were satisfactory and helpful.
- .X% of clients, in follow-up sample, over X period of time, report approval of worker's manner.

TRAINING CONTENT

Functional:

- .How to convey information to specific audience.
- .How to listen, explore, and reflect feelings, give advice/counsel to meet needs of others.

Specific:

- .Knowledge of local resources for helping unwed mothers with medical needs and maternity care.
- .Knowledge of agency guidelines for helping unwed mothers.
- .Knowledge of specific client situation.
- .Knowledge of needs, problems, and their possible solutions for unwed mothers.
- .Knowledge of, and how to identify, prenatal and post-natal medical needs.

Data	People	Things	Data	People	Things	Reas.	Math.	Lang.	TASK NO.
W.F. - LEVEL			W.F. - ORIENTATION				G. E. D.		
4	4A	1A	40%	55%	5%	5	4	3	4
									PA.F.8

GOAL:

OBJECTIVE:

TASK:

Talks about/discusses child or youth with behavior problems, with his parents, suggesting/explaining resources available in community, using own knowledge and experience, in order to provide information necessary for parents to select resource.

PERFORMANCE STANDARDS

Descriptive:

- .The advice is clear, and related to the child's needs.
- .The worker is perceptive, sensitive, and patient.

Numerical:

- .X% of parents, in follow-up sample, report that the advice was helpful and that the methods/resources selected have improved their child's behavior.
- .X% of parents over X period of time report approval of worker's manner.

TRAINING CONTENT

Functional:

- .How to give advice which meets stated problems and feelings, according to principles and theory.
- .Knowledge of problems, needs of children and youth, and their families, and possible solutions.

Specific:

- .Knowledge of local resources to help children having behavioral problems.
- .Knowledge of agency SOP for services to families.
- .Knowledge of specific family situation.

Data	People	Things	Data	People	Things	INSTR.	Reas.	Matn.	Lang.	TASK. P.O.
W.F. - LEVEL			W.F. - ORIENTATION							
5A	7	1A	40%	55%	5%	5	5	2	4	PA, F. 9

OBJECTIVE:

GOAL:

TASK: Advises/counsels parent on his actions/feelings in relation to children's behavior/family problems, listening to, asking questions, and reflecting feelings and suggesting ways of coping with problems and anxieties, in order to help parent resolve personal problems which create difficulties in family and child-rearing.

TRAINING CONTENT

PERFORMANCE STANDARDS

Descriptive:

- .The advice is presented clearly and is related to client's expressed needs and feelings.
- .Worker is sensitive, perceptive, patient, and open.
- .Parents make progress toward resolving difficulties.

Numerical:

- .Over X period of time less than X% of parents report situation was not improved due to incomplete or inaccurate information or faulty analysis, or to worker's manner.

Functional:

- .How to counsel: listen, and give advice which meets stated needs, problems, feelings of others, according to principles and theories.
- .How to help others understand their thoughts, feelings, when facing family problems.
- .How to help others explore the consequences of their actions, hold firm to their chosen resolutions.

Specific:

- .Knowledge of specific family situation.
- .Knowledge of agency SOP for services to families.

Data	People	Things	Data	People	Things	Reas.	Matn.	Lang.	TASK NO.
W.F. - LEVEL			W.F. - ORIENTATION				G. E. D.		
5A	7	1A	40%	55%	5%	6	5	3	4
									PA.F.10

GOAL:

OBJECTIVE:

TASK: Talks about/discusses marital problems with couple, guiding them in gaining insight into their relationship by suggesting alternative ways of coping with problems, using own knowledge and experience, in order to help marital partners achieve a satisfactory resolution of marital problems.

PERFORMANCE STANDARDS

Descriptive:

.The counselor's ideas, responses, suggestions are clear, understandable, and related to problems, feelings, expressed by the persons.
 .The counselor is perceptive, respectful of others, sensitive, and patient.
 .Couple makes progress toward resolution of problem.

Numerical:

.X% of couples, over the course of sessions, report them helpful and an increase in ability to cope with their problems.
 .X% of persons, over X period of time report approval of worker's manner.

TRAINING CONTENT

Functional:

.How to listen to others, reflect back expressed problems, feelings, etc., according to principles and theories.
 .How to draw out and encourage person to participate in discussion.

Specific:

.Knowledge of couple's situation.
 .Knowledge of local resources for dealing with marital problems.
 .Knowledge of agency SOP for family counseling.

Data	People	Things	Data	People	Things	Reas.	Math.	Lang.	TASK-NO.
W.F. - LEVEL			W.F. - ORIENTATION			INSTR.	G. E. D.		
5B	7	1A	45%	50%	5%	6	5	3	5
									PA.F.11

GOAL:

OBJECTIVE:

TASK: Designs/plans/directs program of behavior modification with a family of a youth with behavior problems, based on exploration of youth's behavior and family interaction, instructing and motivating family members in adjusting their actions toward this youth making changes as needed, in order to help families modify problem behavior patterns in youth,

PERFORMANCE STANDARDS

Descriptive:

- .The program related to the needs of the youth and is feasible for the family.
- .The worker is sensitive, perceptive, and exhibits encouraging manner.
- .Satisfactory progress is made in modifying behavior.

Numerical:

- .X% of families over X period of time report a satisfactory modification in youth's problem behavior.
- .No more than X% of families over X period of time fail to implement or complete the program due to lack of understanding of program, worker's manner, or faulty analysis of situation.

TRAINING CONTENT

Functional:

- .How to instruct and motivate persons to use program.
- .How to elicit information and evaluate situations, and design behavior modification programs, according to principles and theories.
- .Knowledge of problems and needs of youth and their families.

Specific:

- .Knowledge of background and characteristics and needs of family.
- .Knowledge of agency SOP for services to family.

Data		People		Things		Data		People		Things		Instr.		Reas.		Math.		Lang.		TASK. NO.	
W.F. - LEVEL						W.F. - ORIENTATION						5		5		3		4		PA.F.12	
5A	7	1A	40%	55%	5%																
GOAL:												OBJECTIVE:									
TASK: Guides parents in their dealings with a child or youth with behavior problems, exploring problems, family strengths, motivation, and supporting and advising ways to cope with problems and adjust family members' behavior to the child/youth, in order to help parents enable a child with behavior problems to improve his social functioning.																					
PERFORMANCE STANDARDS												TRAINING CONTENT									
<u>Descriptive:</u> .The advice is clear, and related to the family's and the child's needs. .The worker is sensitive, perceptive, patient, and encouraging.												<u>Functional:</u> .How to draw out and help others understand problems, and family strengths. .How to give advice which meets stated problems and feelings, according to principles and theories. .Knowledge of problems, needs of children and youth, and their families, and possible solutions.									
<u>Numerical:</u> .X% of parents, in follow-up sample, report that the advice was helpful and that the method selected has improved their child's functioning. .X% of parents, over X period of time, report approval of worker's manner.												<u>Specific:</u> .Knowledge of local resources to help exceptional children. .Knowledge of agency SOP for services to families. .Knowledge of family situation.									

DATA	People	Things	Things	DATA	People	Things	Reas.	Matn.	Lang.	TASK NO.
W.F. - LEVEL				W.F. - ORIENTATION			G. E. D.			
4	4A	1A	40%	5%	55%	5	5	3	5	PA.F.13

ASK:

OBJECTIVE:

ASK: Guides parents in selection of resources to help their exceptional child, exploring with them the needs and behavior of the child and their preferences, and advising them regarding the use of evaluation, training, treatment, and placement resources, in order to help parents to decide on and utilize treatment/placement resources.

PERFORMANCE STANDARDS

Descriptive:

- .The advice is clear, accurate, complete, and related to the child's needs and the feelings of the parents.
- .The worker is sensitive, perceptive, and patient.

Numerical:

- .X% of parents, in follow-up sample, report that the advice was helpful.
- .Less than X% of parents complain of worker's manner.

TRAINING CONTENT

Functional:

- .How to draw out and help others understand situations, preferences.
- .Knowledge of problems, needs of exceptional children and their families, and possible solutions.
- .How to give advice which meets stated needs, problems, and feelings according to criteria.

Specific:

- .Knowledge of local resources for evaluation, training, treatment, and placement of exceptional child.
- .Knowledge of agency SOP for family services.
- .Knowledge of family situation.

Data	People	Things	Data	People	Things	Reas.	Matn.	Lang.	TASK NO.
W.F. - LEVEL			W.F. - ORIENTATION				G. E. D.		
5A	7	1A	40%	55%	5%	6	5	3	4
									PA.F.14

GOAL: OBJECTIVE:

TASK: Conducts counseling and therapeutic interviews with group of parents of retarded or exceptional children, guiding them in gaining insight into the needs and problems of their children and their own feelings and relationship with them, suggesting alternate approaches to the situation, in order to reduce parent's self-recrimination and help them cope with their exceptional/retarded child.

PERFORMANCE STANDARDS	TRAINING CONTENT
<u>Descriptive:</u> .The worker's ideas, responses, suggestions are clear, understandable, and related to problems, feelings expressed by the parents. .The worker is perceptive, respectful of others, sensitive, and patient. <u>Numerical:</u> .X% of parents, over the course of sessions, report them helpful and an increase in ability to cope with their problems. .X% of parents, over X period of time, report approval of worker's manner.	<u>Functional:</u> .Knowledge of principles of group counseling, group therapy. .How to listen to others, reflect expressed problems, feelings, etc. .How to compare and relate group members' contributions to each other. .How to draw out and encourage group members to participate in discussion. .General knowledge of needs and problems of retarded and exceptional children and their families'. <u>Specific:</u> .Knowledge of family situations. .Knowledge of the local resources for helping retarded and exceptional children. .Knowledge of agency SOP for family services.

Data	People	Things	Data	People	Things	INSTR.	Reas.	Math.	Lang.	TASK NO.
W.F. - LEVEL			W.F. - ORIENTATION					G. E. D.		
5A	7	1A	40%	55%	5%	6	5	3	4	PA.F.15

GOAL:

OBJECTIVE:

TASK:

Advise/counsel parents in their relationship to their exceptional or retarded child, listening to, asking questions, and reflecting feelings and suggesting ways of coping with problems, guilt, and pressures, using/referring to own knowledge and experience, in order to help parents adjust to having exceptional/retarded child.

PERFORMANCE STANDARDS

Descriptive:

.The advice is presented clearly and is related to client's expressed needs and feelings.
 .Worker is sensitive, perceptive, patient, and open.

Numerical:

.X% of parents referred refuse to talk or cut off talks with worker due to worker's manner.
 .X% of parents in follow-up sample report that the advice was helpful.

TRAINING CONTENT

Functional:

.General knowledge of needs, problems, and possible solutions of exceptional and retarded children and their families.
 .How to counsel, listen, and give advice which meets stated needs, problems, feelings of others, according to principles and theories.

Specific:

.Knowledge of family's situation.
 .Knowledge of local resources for helping retarded and exceptional children.
 .Knowledge of agency SOP for services to families.

Data	People	Things	Data	People	Things	Reas.	Math.	Lang.	TASK-F.U.
W.F. - LEVEL	W.F. - ORIENTATION	W.F. - ORIENTATION	W.F. - ORIENTATION	W.F. - ORIENTATION	W.F. - ORIENTATION	INSTR.	G. E. D.		
4	4A	1A	45%	50%	5%	4	5	3	4
									PA.F.16

OBJECTIVE:

GOAL:

TASK: Talks with/counsels person or couple with financial or money management problems, asking questions and reviewing their budget information, explaining applicable financial resources and advising/encouraging alternative courses of action (managing budget, dealing with creditors, etc.), in order to help persons develop plans and/or select resources to alleviate financial pressures.

TRAINING CONTENT

PERFORMANCE STANDARDS

Descriptive:

- .The suggestions are clear and related to the situation.
- .The worker is sensitive, perceptive, and interested.
- .Explanations are accurate and complete.

Numerical:

- .X% of clients, in follow-up sample over X time, report approval of worker's manner.
- .X% of clients, in follow-up sample, report that the advice and information were helpful.

Functional:

- .How to evaluate financial and social information in relation to resources.
- .How to obtain budget information and help others to identify problems.
- .How to present information and suggestions to meet needs and problems of others.
- .How to help persons plan a budget.

Specific:

- .Knowledge of local resources for helping persons solve financial problems.
- .Knowledge of agency financial policies and guidelines.
- .Knowledge of type of money management problems encountered by clients and possible solutions.
- .Knowledge of client situation.

Data	People	Things	Data	People	Things	INSTR.	Reas.	Math.	Lang.	TASK-NO.
W.F. - LEVEL			W.F. - ORIENTATION							
4	4B	1A	35%	60%	5%	4	5	3	5	PA.F.17

OBJECTIVE:

GOAL:

TASK: Presents informal lecture or talk on methods and techniques of budgeting and managing money to group of persons, illustrating major points with examples and answering questions, in order to increase persons' understanding of budgeting and managing money.

TRAINING CONTENT

PERFORMANCE STANDARDS

Descriptive:

- .Presentation of content is clear, orderly, accurate, and delivered within time limit.
- .Instructor's style is appropriate to situation.
- .Sets climate in which persons feel free to ask questions and answers questions clearly and to the point.

Numerical:

- .Lecture does not exceed X minutes.
- .In review of course outline and content, no more than X key points in explanations are omitted or distorted.
- .No more than X% persons complain that worker's presentation did not hold their attention, was inappropriate, or that their questions were not answered satisfactorily.
- .In sample of persons over X time, X% report that lecture helped them cope with money

Functional:

- .How to present information to specific audience.
- .Knowledge of methods and techniques of budgeting and managing money.
- .How to involve students in discussion and provoke questions.

Specific:

- .Knowledge of characteristics, needs, and budget problems of persons in group.
- .How to use illustrations drawn from experience of target group.
- .Knowledge of agency SOP for financial services.

Data	People	Things	Things	Data	People	Things	Reas.	Matn.	Lang.	TASK. NO.
W.F.	LEVEL			W.F.	ORIENTATION		INSTR.	G. E. D.		
4	3A	1A		40%	55%	5%	4	1	4	PA.F.18

OBJECTIVE:

GOAL:

TASK: Asks questions, listens to responses of, and encourages child to elaborate on his thoughts, feelings about himself and his family, reflecting/clarifying responses, in order to help child understand how he views himself in relation to parents and other family members.

PERFORMANCE STANDARDS

Descriptive:

.Worker displays patience, kindness, support, sensitivity, and understanding.
 .Worker is complete, thorough, and accurate in questions asked and conclusions drawn.

Numerical:

.Child accepts and is able to talk with worker.
 .In less than X% of cases worker fails to achieve purpose due to manner or inability to communicate with or understand child.

TRAINING CONTENT

Functional:

.How to communicate with/relate to children.

Specific:

.Knowledge of specific family situation.
 .Knowledge of agency SOP for services to families and children.
 .How to interview children.

DATA	People	Things	Data	People	Things	INSTR.	Reas.	Math.	Lang.	TASK-I.O.
	W.F.	LEVEL	W.F.	ORIENTATION			G. E. D.			
4	2	1A	50%	40%	10%	5	5	3	4	PA.F.19
OBJECTIVE:										

ASK:

Talks with family members, asks questions listens to responses, observing and evaluating interaction of family members and general atmosphere in client's home, using own knowledge and experience, in order to identify client/family problems, needs, stress, etc.

PERFORMANCE STANDARDS

Descriptive:

.Statements of client/family needs and strengths reflect good judgment and sound interpretation of interactions observed.
 .Manner is pleasant and courteous and non-judgmental.

Numerical:

.Less than X% complaints of worker's manner.
 .Less than X% of decisions on follow-up based on assessment are inappropriate due to inaccurate or incomplete information or faulty evaluation.

TRAINING CONTENT

Functional:

.How to evaluate information in relation to knowledge of family behavior and interaction of family members.
 .How to elicit information from specific audience.

Specific:

.Understanding of types of problems and needs peculiar to welfare clients and their impact on clients' lives.
 .Knowledge of agency SOP for providing family services.
 .Knowledge of specific family situation.

Data		People	Things	Data		People	Things	INSTR.	Reas.	Math.	Lang.	TASK-NO.
		W.F. - LEVEL		W.F. -	ORIENTATION							
4	4A	1A		20%	75%	5%		5	5	1	4	PA.F.20

OBJECTIVE:

ASK: Talks with client, sharing reports of misconduct and offensive behavior, empathizing and describing consequences of the client's actions, eliciting reactions from and responding to him using own experience and knowledge of theory of human behavior, in order to help the client understand how others respond to his behavior.

PERFORMANCE STANDARDS

Descriptive:

- .Explanations are clear and accurate.
- .Manner is tactful, warm, and understanding.
- .Worker's responses reflect sound judgment and are consistent with available data.

Numerical:

- .In sample of clients over X period of time, X% of clients report that worker was helpful to them in understanding problem.
- .No more than X% complaints of worker's manner.

TRAINING CONTENT

Functional:

- .How to explain information to and elicit responses and feelings from specific audience.
- .How to reflect and interpret client's statements and feelings.
- .How to help others think through their problems/understand their thoughts and feelings when facing difficult pressures, according to theories.

Specific:

- .Knowledge of client's situation.
- .Knowledge of agency SOP for handling misconduct.

Data		People	Things	Data	People	Things	INSTR.	Reas.	Math.	Lang.	TASK NO.
W.F. - LEVEL				W.F.	ORIENTATION						
4	4A.	1A		30%	65%	5%	5	5	2	4	PA.F.21

OBJECTIVE:

ASK: Acts out/role plays a scene with the client, guided by the client's real life situation, planning how the client will deal with this situation, explaining why this role play is important, in order to rehearse a potentially trying situation and give the client a chance to practice dealing with his actual problems in a less threatening setting.

PERFORMANCE STANDARDS

Descriptive:

- .Role playing situation is clear and consistent with the client's real life situation.
- .Worker is perceptive, natural, and convincing.
- .Explanation is clear, accurate.

Numerical:

- .X% of clients, over X period of time, report that the role play was helpful and meaningful.

TRAINING CONTENT

Functional:

- .How to act out/role play/rehearse situation with specific person.
- .Knowledge of typical feelings of clients facing real life situations.

Specific:

- .Knowledge of agency service program.
- .Knowledge of client situation.

Data	People	Things	Data	People	Things	INSTR.	Reas.	Math.	Lang.	TASK NO.
W.F.	LEVEL		W.F.	ORIENTATION				G. E. D.		
4	2	1A	60%	35%	5%	5	5	3	4	PA.G.2

GOAL:

OBJECTIVE:

TASK: Talk with family about potential foster placement, observes/evaluates interpersonal relationships within family in their own home, and the physical conditions of the home and neighborhood, in relation to agency standards and needs of children, in order to determine the suitability of the home and neighborhood for the placement of a foster child.

PERFORMANCE STANDARDS

Descriptive:

- .Evaluation is complete (based on agency guidelines) and consistent with available data.
- .Questions are answered accurately, clearly, thoroughly.
- .Manner is pleasant, courteous, objective.

Numerical:

- .Less than X% of clients complain of worker's attitude.
- .Use of approved homes over period of time indicates X% of evaluations valid and complete.

TRAINING CONTENT

Functional:

- .How to observe and evaluate interpersonal relationships and environmental conditions according to criteria and principles.

Specific:

- .Knowledge of agency standards for foster homes.
- .Knowledge of needs of foster children.

Data	People	Things	Data	People	Things	Reas.	Math.	Lang.	TASK NO.
W.F. - LEVEL			W.F. - ORIENTATION			G. E. D.			
4	1A	1A	90%	5%	5%	4	1	4	PA.G.3
GOAL:						OBJECTIVE:			
TASK: Reads/reviews/studies case records of licensed foster homes with vacancies in relation to characteristics and needs of child needing placement, in order to decide which foster home parents have potential for meeting the needs of specific child to be placed.									
PERFORMANCE STANDARDS						TRAINING CONTENT			
Descriptive: .Review is complete and accurate. .Decisions made are consistent with available data. Numerical: .Over X period of time, less than X% of cases reviewed fail to be placed in home selected due to faulty decision made by worker.						Functional: .How to read and interpret case records, guidelines. .How to evaluate social information against criteria and guidelines. Specific: .Knowledge of agency procedures for placing children in foster care. .Knowledge of characteristics/needs of particular children and foster homes.			

Data		People	Things	Data	People	Things	Reas.		Math.	Lang.	TASK-P.J.	
W.F. - LEVEL				W.F. - ORIENTATION			INSTR.	G. E. D.				
5A	7	1A		40%	55%	5%	6	5	3	4	PA.G.5	
GOAL:							OBJECTIVE:					
TASK:							Advices/counsels foster parent on his actions/feelings in relation to foster child's behavior, listening to him, asking questions and reflecting feelings, and suggesting ways of coping with problems and anxieties, according to own knowledge and experience, in order to help parent adjust to and solve problems with foster child.					
PERFORMANCE STANDARDS							TRAINING CONTENT					
<u>Descriptive:</u> The advice is presented clearly and is related to client's expressed needs and feelings. Worker is sensitive, perceptive, patient, and open. <u>Numerical:</u> .X% of persons, in follow-up sample, approve of worker's manner. .X% of persons, in follow-up sample, report that the advice was helpful.							<u>Functional:</u> .How to counsel, listen, and give advice which meets stated needs, problems, and feelings of others, according to theory and principles. .How to help others explore the consequences of their actions and hold firm to their chosen resolutions. <u>Specific:</u> .Knowledge of case situation. .Knowledge of agency SOP for foster family services.					

Data	People	Things	Data	People	Things	Reas.	Math.	Lang.	TASK-NJ.
W.F. - LEVEL	W.F. - ORIENTATION	W.F. - ORIENTATION	W.F. - ORIENTATION	W.F. - ORIENTATION	W.F. - ORIENTATION	INSTR.	G. E. D.		
3A	1A	1A	85%	5%	10%	3	2	3	PA.G.6

GOAL:

OBJECTIVE:

TASK: Measures size of rooms in home, and figures/computes square footage, counts/observes number of windows, bathrooms, etc. in order to obtain specified information for Foster Home application form.

PERFORMANCE STANDARDS

Descriptive:

- .Information obtained is complete and accurate.
- .Works with reasonable speed.
- .Courteous and pleasant manner in applicant's home.

Numerical:

- .Less than X% of items completed on application later found to be in error.
- .Less than X% of applicants complain that the worker was rude or impolite.

TRAINING CONTENT

Functional:

- .How to measure rooms and compute square footage.
- .How to identify and record specified information on forms.

Specific:

- .How to use standard form.
- .Knowledge of SOP for inspection of prospective foster home.

Data	People	Things	Data	People	Things	Reas.	Math.	Lang.	TASK - P.J.
W.F. - LEVEL			W.F. - ORIENTATION			INSTR.	G. E. D.		
4	4A	1A	45%	50%	5%	4	4	3	4
									PA.G.8

GOAL:

OBJECTIVE:

TASK: Gives list and recommendation of suitable foster homes based on review of needs of care in relation to specifications of foster homes in agency inventory to worker, advising worker as to strengths and potential problems in a particular home, in order to provide worker with information needed to select foster home for a child.

PERFORMANCE STANDARDS

Descriptive:

- .Manner is pleasant and courteous.
- .Recommendations are clear and reflect accurate understanding of data.

Numerical:

- .No more than X% of workers report that recommended homes are not suitable.
- .No more than X% of workers complain about manner of worker.

TRAINING CONTENT

Functional:

- .How to evaluate information in relation to criteria and theory.
- .How to present recommendation to specific audience.

Specific:

- .How to use agency foster home listing.
- .Knowledge of agency foster home programs and policies.
- .Knowledge of worker to be helped.
- .Knowledge of foster homes.

Data	People	Things	Data	People	Things	INSTR.	Reas.	Matn.	Lang.	TASK-F.J.
W.F. - LEVEL			W.F. - ORIENTATION							
5A	7	1A	40%	55%	5%	6	5	3	4	PA.G.9

GOAL:

OBJECTIVE:

TASK: Conducts therapeutic interviews with child in foster care and his natural family, exploring feelings, desires, and strengths; helping family members to gain insight into problems in functioning and relationships, and suggesting ways to cope with problems and improve functioning, in order to help family to alleviate problems so that their child in foster care can return to natural home and make adjustment.

PERFORMANCE STANDARDS

Descriptive:

- .Worker is perceptive, sensitive, patient, respectful of others and open in conducting the interviews.
- .Worker responses are relevant to family's and child's needs and feelings.

Numerical:

- .X% of families, in a follow-up sample, approve of worker's manner.
- .X% of families, in a follow-up sample, report that the sessions were helpful.
- .In X% of cases, child makes satisfactory adjustment to home as shown by the absence of neglect referrals for X period of time.

TRAINING CONTENT

Functional:

- .How to counsel, listen, and give advice which meets needs, problems, and feelings of others, according to principles and theories.
- .How to draw out and help others understand their thoughts, feelings, and situation.
- .General knowledge of needs and problems of families and children in foster care, and possible solutions.

Specific:

- .Knowledge of local resources for helping resolve family problems.
- .Knowledge of agency foster home policies and programs.
- .Knowledge of specific family situation.

Data	People	Things	Data	People	Things	Reas.	Math.	Lang.	TASK-PJ.
W.F. - LEVEL			W.F. - ORIENTATION				G. E. D.		
4	2	1A	40%	55%	5%	4	1	4	PA.G.10

GOAL:

OBJECTIVE:

TASK:

Talks with/discusses the foster child's needs with foster family, describing feelings of child about placement, answering questions as necessary, making specific arrangements for follow-up visit, in order to ease his transition to new home.

PERFORMANCE STANDARDS

TRAINING CONTENT

Descriptive:

- .The worker is perceptive, sensitive, respectful of feelings, and supportive.
- .Arrangements are mutually satisfactory.

Numerical:

- .X% of persons, in follow-up sample, over X period of time, report approval of worker's manner.
- .X% of foster parents, in follow-up sample, report that the arrangements were satisfactory.

Functional:

- .How to explain/relate information to specific audience.
- .General knowledge of needs, problems, and their possible solutions for foster child.

Specific:

- .Knowledge of SOP for placing children in foster homes.
- .Knowledge of specific child and foster family.

SOCIAL WORK: GENERIC SEQUENCE

(SW)

- A. Receiving/Processing Referrals.
 - B. Determining Need/Eligibility for Services
 - C. Reporting/Maintaining Case Records
 - D. Giving Information
 - E. Obtaining Information from Collateral Sources
 - F. Formulating/Developing Service Plan
 - G. Reaching Agreement with Client/Involving Client in Formulation of Service Plan
 - H. Service Plan Implementation and Follow-up.
 - I. Organizing Community Resources
- 2

Data	People	Things	Data	People	Things	INSTR.	Reas.	Math.	Lang.	TASK NO.
W.F. --	LEVEL		W.F. --	ORIENTATION						
4	1A	1A	90%	5%	5%	5	4	3	4	SW.A.1

GOAL: .

OBJECTIVE:

TASK: Reviews/Reads new cases, examining/evaluating type of service requested and urgency of problems indicated in relation to agency policy, in order to rank new cases in order of priority for home visit.

PERFORMANCE STANDARDS

TRAINING CONTENT

Descriptive:

- . Evaluation is thorough and completed with reasonable speed.
- . Ranking is consistent with "available data."

Numerical:

- . Less than x number complaints that case was not evaluated according to SOP per x number evaluations made.

Functional:

- . How to review/interpret financial and other data in relation to general criteria/principles.
- . How to draw valid conclusions from data.

Specific:

- . Knowledge of agency SOP for setting priorities.
- . Knowledge of agency programs, philosophy, procedures.
- . Knowledge of community resources.
- . Knowledge of client population: problems and needs.

Data		People		Things		Data		People		Things		INSTR.		Reas.		Math.		Lang.		TASK NO.	
W.F. - LEVEL				W.F. - ORIENTATION												G. E. D.					
4	1A	1A	1A	90%	5%	5%	5%	4	4	4	4	3	4	4	4	4	4	4	4	4	SW.A.2
GOAL:																					
OBJECTIVE:																					
TASK: Examines/Evaluates information in case records about client needs, referring to sources as necessary and using own knowledge and experience, in order to determine/identify those needs which cannot be fulfilled by agency and list agency(s) to which client may be referred.																					
PERFORMANCE STANDARDS											TRAINING CONTENT										
<u>Descriptive:</u> • Evaluates information with reasonable speed, accuracy, and thoroughness. • List of referral options is reliable and complete. <u>Numerical:</u> • Less than x number complaints that client needs were not identified per x number evaluations made. • Less than x number complaints that list was not usable, per: x number lists completed.											<u>Functional:</u> • How to review and evaluate needs in relation to available resources. <u>Specific:</u> • Knowledge of community resources and eligibility requirements. • Knowledge of reference materials: how and where to obtain.										

Data	People	Things	Data	People	Things	INSTR.	Reas.	Math.	Lang.	TASK NO.
W.F. - LEVEL			W.F. - ORIENTATION			G. E. D.				
3B	2	1A	45%	50%	5%	4	4	1	4	S W.A.3
GOAL:						OBJECTIVE:				
TASK: Talks with collateral source, listening to description of client's needs/problems, and collateral's interest and activities on client's behalf, asking questions as needed to clarify referral, in order to obtain information for initiating action.										
PERFORMANCE STANDARDS						TRAINING CONTENT				
<u>Descriptive:</u> • Discussion and questions are clear, concise, and thorough. • Manner is pleasant and courteous. <u>Numerical:</u> • Less than x% of collateral persons complain of worker's manner. • Follow-up contact shows that information is accurate or adequate in x% of cases.						<u>Functional:</u> • How to communicate: elicit specified information. • How to identify relevant information from a mass of data. <u>Specific:</u> • Knowledge of agency policies and procedures for accepting referral: information required, etc.				

Data		People	Things	Data	People	Things	INSTR.	Reas.	Math.	Lang.	TASK NO.
W.F. -- LEVEL		W.F. - ORIENTATION						G. E. D.			
4	2 - 1A	45%	50%	5%	4	4	1	4	SW.A.4		
GOAL: OBJECTIVE:											
TASK: Talks with collateral, explaining/describing worker/agency actions in regard to client; asks questions/listens to description of actions/intentions of collateral, in order to share information for coordination of efforts.											
PERFORMANCE STANDARDS						TRAINING CONTENT					
<u>Descriptive:</u> - Explanation is clear, accurate, and thorough. - Warm patient manner. Is pleasant and courteous. <u>Numerical:</u> - Less than x number complaints by collateral person of unclear or inaccurate explanation per x number discussions. - Review of x number of cases shows less than x number of failures on the part of the worker to obtain clear understanding of actions to be taken by collateral person. - Less than x number complaints of worker's manner per x number discussions.						<u>Functional:</u> - How to discuss and explain agency and client responsibilities. - How to select relevant information from a mass of data. <u>Specific:</u> - Knowledge of agency policies regarding collateral sources. - Knowledge of client's situation.					

Data	People	Things	Data	People	Things	INSTR.	Reas.	Math.	Lang.	TASK NO.
W.F. -- LEVEL			W.F. -- ORIENTATION					G. E. D.		
3B	3B	1A	40%	55%	5%	3	3	2	4	SW.A.5
GOAL:						OBJECTIVE:				
TASK: Talks with client, describing and recommending service of another agency as it relates to client's needs, explaining procedures for arranging appointment, and answering client's questions, in order to encourage/persuade client to use recommended service.										
PERFORMANCE STANDARDS						TRAINING CONTENT				
<u>Descriptive:</u> - Manner is convincing, concerned, and empathetic. - Explanation is accurate, thorough, and relevant. <u>Numerical:</u> - Over <u>x</u> period of time, <u>x</u>% of eligible clients or ineligible applicants follow through and make contact with the recommended agency. - Over <u>x</u> period of time, fewer than <u>x</u> complaints that the explanation was unclear or misleading.						<u>Functional:</u> - How to persuade: explain benefits in relation to needs. - How to speak in language that client will understand. <u>Specific:</u> - Knowledge of agency service program: objectives and limitations. - Knowledge of supportive services offered in the community and procedures for making appointment. - Knowledge of particular client and his situation.				

Data	People	Things	Data	People	Things	INSTR.	Reas.	Math.	Lang.	TASK NO.
W.F. - LEVEL			W.F. - ORIENTATION							
4	4A	1A	45%	50%	5%	5	5	1	4	SW.A.6
GOAL:						OBJECTIVE:				
TASK: Asks questions/Evaluates/Observes responses of client during discussion of referral possibilities, in relation to the severity of his need/problem, in order to help client understand his motivation and ability to follow through on referrals.										
PERFORMANCE STANDARDS						TRAINING CONTENT				
<u>Descriptive:</u> • Manner is empathetic, pleasant, and courteous. • Discussion is clear, thorough, accurate, and relevant and unbiased. <u>Numerical:</u> • Less than <u>x</u> number clients fail to follow through per <u>x</u> number referrals made. • Less than <u>x</u> number complaints of worker's manner per <u>x</u> number interviews.						<u>Functional:</u> • How to help client articulate his needs and problems. • How to communicate: explain information and discuss alternatives. • How to evaluate responses of interviewee in terms of motivation. <u>Specific:</u> • Knowledge of client: needs, problems. • Knowledge of referral possibilities.				

Data	People	Things	Data	People	Things	INSTR.	Reas.	Math.	Lang.	TASK NO.
W.F. - LEVEL			W.F. - ORIENTATION			G. E. D.				
3B	3A	1A	50%	45%	5%	3	3	1	3	500, 12, 1
GOAL: OBJECTIVE:										
TASK: Listens to/asks questions/observes client for readily apparent evidence of crisis such as weeping, extreme agitation, high anxiety, or anger--considers statements for incoherence or extreme confusion, in order to determine whether immediate referral should be made for intensive services.										
PERFORMANCE STANDARDS						TRAINING CONTENT				
<u>Descriptive:</u> - Decision is consistent with available information. - Manner is warm, understanding, and empathetic. - Decision is made with reasonable speed. - Questions are clear and concise. <u>Numerical:</u> - Less than x% of cases involving apparent crises are not identified. - Less than x% of inappropriate or inaccurate referrals made.						<u>Functional:</u> - How to identify crisis from readily available observable behavioral clues. - How to elicit information from highly emotional client. <u>Specific:</u> - Knowledge of agency SOP for referral to intensive services.				

Data	People	Things	Data	People	Things	INSTR.	Reas.	Math.	Lang.	TASK NO.
W.F. - LEVEL			W.F. - ORIENTATION							
4	2	1A	50%	45%	5%	5	5	2	4	SW.B.2
GOAL:						OBJECTIVE:				
TASK: Asks questions of client, listens to/observes responses/evaluates seriousness of need from client's statements, using own knowledge and experience, in order to determine the nature and extent of problem.										
PERFORMANCE STANDARDS						TRAINING CONTENT				
<u>Descriptive:</u> • Evaluation is thorough and complete. • Decision is consistent with available information. • Manner is pleasant, courteous and empathetic. • Accurate, complete analysis of data. <u>Numerical:</u> • Less than x number complaints of worker's manner over x period of time. • Review of cases indicates less than x% error in arriving at clear and accurate determination.						<u>Functional:</u> • How to elicit information about problems from client: how to speak in language client will understand. • How to evaluate financial and social data in relation to general principles and theories. <u>Specific:</u> • Knowledge of SOP for interviewing clients. • Knowledge of characteristics of client population.				

Data	People	Things	Data	People	Things	INSTR.	Reas.	Math.	Lang.	TASK NO.
W.F. - LEVEL			W.F. - ORIENTATION					G. E. D.		
4	2	1A	60%	35%	5%	4	4	2	4	SW.B.3
GOAL:						OBJECTIVE:				
TASK: Evaluates/Assesses urgency of client's presented problem in conference with client, asking questions for clarification, judging circumstances reported and client's behavior/emotional state in relation to general agency guidelines, in order to decide whether case requires emergency or routine referral.										
PERFORMANCE STANDARDS						TRAINING CONTENT				
<u>Descriptive:</u> - Referral is consistent with available information. - Referrals are made with reasonable speed. - Questions are clear. - Manner is pleasant, courteous, warm, and empathetic.						<u>Functional:</u> - How to evaluate financial and social information in relation to specified criteria. - How to ask questions to get at source and nature of problems. - How to read/interpret guidelines.				
<u>Numerical:</u> - In review of sample of cases, fewer than x% of referrals are judged by supervisor and receiving worker to be inappropriate. - No more than x number complaints per month from routine and emergency referral services that referral was incorrect.						<u>Specific:</u> - Knowledge of agency guidelines for referral. - Knowledge of types of problems most frequently reported by clients in specified area.				

Data	People	Things	Data	People	Things	INSTR.	Reas.	Math.	Lang.	TASK NO.
W.F. - LEVEL			W.F. - ORIENTATION			G. E. D.				
4	1A	1A	80%	10%	10%	3	4	3	4	SW.B.4
GOAL:						OBJECTIVE:				
TASK: - Reviews/Examines/Evaluates client application, together with personal notations regarding client statements and observations, in relation to agency criteria for services eligibility, in order to determine whether client is eligible for services.										
PERFORMANCE STANDARDS						TRAINING CONTENT				
<u>Descriptive:</u> - Evaluation is accurate, thorough and completed with reasonable speed. <u>Numerical:</u> - Less than x% of cases are inaccurately evaluated.						<u>Functional:</u> - How to evaluate social and financial data in relation to criteria. - How to interpret technical manuals and handbooks. <u>Specific:</u> - Knowledge of agency eligibility requirements for services. - Knowledge of forms: their uses and biases.				

Data	People	Things	Data	People	Things	INSTR.	Reas.	Math.	Lang.	TASK NO.
W.F. -- LEVEL			W.F. - ORIENTATION				G. E. D.			
4	1A	1A	80%	10%	10%	5	4	3	4	SW.B.5
GOAL:						OBJECTIVE:				
TASK: Examines/Evaluates data on client/family problems which do not clearly fall into a category as defined by guidelines, using own knowledge/ experience, and referring to sources as necessary, in order to determine community/agency resources needed to deal with problems.										
PERFORMANCE STANDARDS						TRAINING CONTENT				
<u>Descriptive:</u> - Analysis is accurate and complete. - Resources recommended are appropriate. <u>Numerical:</u> - In less than x% of cases, client referred inappropriately or not referred to needed resource. - In sample of clients, x% report that resources used proved to be helpful.						<u>Functional:</u> - How to evaluate financial and social data in relation to principles and theories. - How to relate needs to services. <u>Specific:</u> - Knowledge of local agency/community resources available. - Knowledge of client/family.				

Data	People	Things	Data	People	Things	INSTR.	Reas.	Math.	Lang.	TASK NO.
W.F. - LEVEL			W.F. - ORIENTATION							
4	1A	1A	80%	10%	10%	5	5	3	4	SW.B.6
GOAL:						OBJECTIVE:				
TASK: Reviews and evaluates requests for services referred from other social workers in the Service Unit, based on written summary of situation contained in case record and/or from previous discussion with worker, using own knowledge and experience in referring to precedents, in order to decide whether or not a particular client is likely to benefit from intensive case work services.										
PERFORMANCE STANDARDS						TRAINING CONTENT				
<u>Descriptive:</u> - Conclusions are consistent with given information and assumptions. - Decision is not hasty; investigates information thoroughly. <u>Numerical:</u> - Over <u>x</u> period of time, unit head/director disagrees with worker's decision no more than <u>x</u> times.						<u>Functional:</u> - How to evaluate financial and social information in relation to precedent and theory. <u>Specific:</u> - Knowledge of agency service program. - Knowledge of agency policies and procedures regarding intensive services.				

Data	People	Things	Data	People	Things	INSTR.	Reas.	Math.	Lang.	TASK NO.
W.F. - LEVEL			W.F. - ORIENTATION					G. E. D.		
3B	3A	1A	45%	50%	5%	4	4	2	4	SW.B.7

GOAL:

OBJECTIVE:

TASK: Talks with clients whose application for service has been rejected, answers questions, explains reasons for rejection, using knowledge of agency policy and client's situation, in order to inform client of agency's decision and help him to understand agency's decision.

PERFORMANCE STANDARDS

Descriptive:

- Agency decision explained in clear, simple terms.
- Conveys respect/demonstrates sensitivity to client.
- Manner is pleasant, courteous, and emphatic.

Numerical:

- Less than x% complaints regarding worker's manner.
- Less than x% complaints that reasons for rejection were not made clear.

TRAINING CONTENT

Functional:

- How to explain reasons for decision, relating program policies to client circumstances.
- How to communicate in language client will understand.

Specific:

- Knowledge of agency program, policies, philosophy.
- Knowledge of client and situation.

Data	People	Things	Data	People	Things	INSTR.	Reas.	Math.	Lang.	TASK NO.
W.F. - LEVEL			W.F. - ORIENTATION					G. E. D.		SW.C.I
3B	1A	1A	80%	5%	15%	3	4	2	4	

GOAL:

OBJECTIVE:

TASK: Composes/Writes a brief chronological description/summary of events and activities relating to a particular case, enters date and signature, in order to record service activities on standard form.

PERFORMANCE STANDARDS

Descriptive:

- Summary is complete, accurate, and clear.
- Summary is completed with reasonable speed.
- Writing is legible.

Numerical:

- Less than x% of transactions not recorded within x working days of transaction.
- Review of records shows less than x% need additional or clarifying information.

TRAINING CONTENT

Functional:

- How to select specified information from a mass of data.
- How to write chronological summary of events.

Specific:

- Knowledge of format and information required for summary.

Data	People	Things	Data	People	Things	INSTR.	Reas.	Math.	Lang.	TASK NO.
W.F. - LEVEL			W.F. - ORIENTATION			G. E. D.				
3B	1	1	80%	5%	15%	3	4	2	4	SW.C.2
GOAL:						OBJECTIVE:				
TASK: Composes/Writes narrative summary of service plan on standard form in order to record terms of service plan agreed upon by worker and client.										
PERFORMANCE STANDARDS						TRAINING CONTENT				
<u>Descriptive:</u> - Summary is complete, accurate, and clear. - Summary is completed with reasonable speed. - Written work is legible. <u>Numerical:</u> - Form is completed within <u>x</u> days after the case is accepted. - Review of records shows less than x% of summaries need additional or clarifying information.						<u>Functional:</u> - How to select/summarize specified information from a mass of data. <u>Specific:</u> - Knowledge of form; information needed on it.				

Data	People	Things	Data	People	Things	Reas.	Math.	Lang.	TASK NO.
W.F. - LEVEL			W.F. - ORIENTATION				G. E. D.		
3B	1A	1A	90%	5%	5%	4	3	4	SW.C.3

GOAL:

OBJECTIVE:

TASK: Writes/Compases summary of client interview or observation, from written or mental notes, in order to make a record of all case activities.

PERFORMANCE STANDARDS

Descriptive:

- Summary is accurate, complete, and clear.
- Entries made with reasonable speed.

Numerical:

- Less than x number of complaints that information is unclear, inaccurate, or illegible.
- Summary is completed within x days after interview.

TRAINING CONTENT

Functional:

- How to summarize information from mental or written notes.

Specific:

- Knowledge of agency guideline for case report.

Data		People		Things		Data		People		Things		Instr.		Reas.		Math.		Lang.		TASK NO.	
W.F. - LEVEL				W.F. - ORIENTATION																	
3B	1A	2B	65%	5%	30%							3	4	2	4						500, C, 4
GOAL:												OBJECTIVE:									
TASK: Dictates / speaks into dictaphone from notes, summary descriptions of personal contacts and family service plan, in order to make a tape for transcription into case record.																					
PERFORMANCE STANDARDS												TRAINING CONTENT									
<u>Descriptive:</u> .Speaks clearly and slowly into dictaphone. .Summary contains all pertinent information. <u>Numerical:</u> .Less than X% typing errors result from poor dictation. .Less than X% of summary fails to be pertinent information.												<u>Functional:</u> .How to use dictaphone. .How to enunciate clearly for dictation. .How to summarize case information. <u>Specific:</u> .How to use specific dictating equipment. .What information is needed for record/plan.									

Data	People	Things	Data	People	Things	INSTR.	Reas.	Math.	Lang.	TASK NO.
W.F. - LEVEL			W.F. - ORIENTATION				G. E. D.			
3B	1A	2B	60%	10%	30%	3	3	3	4	SW.C.6
GOAL:						OBJECTIVE:				
TASK: Composes and dictates/ speaks from notes into dictaphone, service eligibility information, in order to record information for typing onto case record.										
PERFORMANCE STANDARDS						TRAINING CONTENT				
<u>Descriptive:</u> - Information is complete and accurate. - Speaks clearly. - Organizes material systematically.						<u>Functional:</u> - How to identify/organize specific information from a mass of data. - How to use a dictaphone.				
<u>Numerical:</u> - Less than x number of typing errors result from worker speaking indistinctly. - All information is in sequence specified by manual.						<u>Specific:</u> - Knowledge of SOP for summarizing/recording eligibility information. - How to use agency dictaphone.				

Data	People	Things	Data	People	Things	INSTR.	Reas.	Math.	Lang.	TASK NO.
W.F. - LEVEL			W.F. - ORIENTATION							
4	1A	1A	90%	5%	5%	4	4	2	4	SW.C.7
GOAL: OBJECTIVE:										
TASK: Reads/Reviews case record, notes information of previous problems, contacts with agency, etc., using own knowledge and experience, in order to select and note background information for initial interview with client.										
PERFORMANCE STANDARDS						TRAINING CONTENT				
<u>Descriptive:</u> - Information selected is pertinent. - Evaluation is thorough. <u>Numerical:</u> - On review, in less than x% of cases worker must reanalyze record to check accuracy, completeness of earlier review.						<u>Functional:</u> - How to evaluate/select specified information from a mass of data. <u>Specific:</u> - Knowledge of information useful in initial contact with client. - How to use case record.				

Data		People		Things		Data		People		Things		INSTR.		Reas.		Math.		Lang.		TASK NO.	
W.F. -- LEVEL				W.F. - ORIENTATION																	
4	1A	1A	1A	90%	5%	5%	5%	5	4	3	4										SW.C.8
GOAL: ACTIVE:																					
TASK: Reads/Examines/Evaluates data about client/family/referring to case record and using own knowledge and experience, in order to prepare social study requested by another agency/institution.																					
PERFORMANCE STANDARDS											TRAINING CONTENT										
<u>Descriptive:</u> • Social Study meets specifications of request. • Information is accurate, complete, well organized, and clear. • Study is completed with reasonable speed. <u>Numerical:</u> • Follow-up sample survey indicates information was clear/ useful to agency requesting it. • No deviation from agency policy regarding collateral information. • Request answered with <u>x</u> days.											<u>Functional:</u> • How to evaluate/identify information from a mass of data in relation to a specific request. <u>Specific:</u> • Knowledge of agency policy with regard to sharing information with other agencies/institutions. • Knowledge of agency guidelines for a Social Study.										

Data	People	Things	Data	People	Things	INSTR.	Reas.	Math.	Lang.	TASK NO.
W.F. - LEVEL			W.F. -	ORIENTATION				G. E, D.		
3B	2	1A	45%	50%	5%	3	3	2	4	SW.D.2
GOAL: OBJECTIVE: TASK: Talks with client, gives general explanation of particular agency services, answering questions about procedures and policies from knowledge of and experience in agency, in order to inform client about specific agency service.										
PERFORMANCE STANDARDS						TRAINING CONTENT				
<u>Descriptive:</u> - Explanation is thorough, clear, accurate, and concise. - Worker shows patience and interest in client. <u>Numerical:</u> - Less than x% of clients over x period of time complain of unclear, inadequate information or worker's manner.						<u>Functional:</u> - How to explain/describe information to a specific audience. - How to establish rapport with clients. <u>Specific:</u> - Knowledge of specific program information.				

Data		People	Things	Data	People	Things	INSTR.	Reas.	Math.	Lang.	TASK NO.
W.F. - LEVEL		W.F. - ORIENTATION						G.E. D.			
4	4A - 1A	45%	50%	5%	5	4	3	4			SW.D.3
GOAL: OBJECTIVE:											
TASK: Talks with client, evaluating requests for service, describes agency programs, answers questions, using own knowledge and references as necessary, in order to help client decide if agency services will meet his needs.											
PERFORMANCE STANDARDS							TRAINING CONTENT				
<u>Descriptive:</u> • Evaluation is complete and thorough. • Explanations are accurate and clear. • Manner is warm, pleasant. <u>Numerical:</u> • No more than <u>x</u> number of complaints that explanations were unclear, or information inaccurate. • No more than <u>x</u> number of complaints of worker's manner.							<u>Functional:</u> • How to evaluate financial and social data in relation to guidelines/theories. • How to explain information to specific audience. <u>Specific:</u> • Knowledge of agency programs and services. • Knowledge of client's needs.				

Data		People	Things	Data	People	Things	Reas.	Math.	Lang.
W.F. - LEVEL			W.F. - ORIENTATION			G. E. D.			
			INSTR.			TASK NO.			
3B	2	-	1A	45%	50%	5%	3	3	3
</									

Data	People	Things	Data	People	Things	INSTR.	Reas.	Math.	Lang.	TASK NO.
W.F. -- LEVEL			W.F. -- ORIENTATION					G. E. D.		
3B	1A	1A	90%	5%	5%	3	3	3	3	SW.D.5

GOAL:

OBJECTIVE:

TASK: Writes/composes letters in answer to inquiries from clients or potential clients; using references as necessary, in order to explain or clarify agency policy or procedures.

PERFORMANCE STANDARDS

Descriptive:

- Letters are clear, concise.
- Information is accurate and complete.
- Letters are written with reasonable speed.

Numerical:

- Answers are written and ready for mailing x days after inquiry was made.
- Over period of time less than x% complaints from clients because of incomplete or inaccurate information.

TRAINING CONTENT

Functional:

- How to write/explain information following a standard format.
- How to interpret information in references.

Specific:

- Knowledge of agency policy and procedure.
- Knowledge of agency format for letters.
- Knowledge of references, and handbooks.

Data	People	Things	Data	People	Things	INSTR.	Reas.	Math.	Lang.	TASK NO.
W.F. - LEVEL			W.F. - ORIENTATION					G. E. D.		
3B	1A	1A	90%-	5%	5%	4	4	1	4	SW.D.6
GOAL:										
OBJECTIVE:										

TASK: Composes and dictates letters or memos/ reports to agencies/institutions requesting information, using references and own knowledge and experience, in order to provide requested information.

PERFORMANCE STANDARDS

Descriptive:

- Composition is clear, readable.
- Information is accurate, complete.
- Reasonable speed in response to request.

Numerical:

- Less than x% of agencies requesting information make second request for information because of omissions.
- X% of letters/ reports complete within x days of receipt of request.

TRAINING CONTENT

Functional:

- How to identify/obtain needed/requested information.
- How to organize data in clear, concise statements.

Specific:

- Knowledge of agency policy/ procedures regarding request from other agencies/ institutions.
- Knowledge of sources of information within agency.

Data	People	Things	Data	People	Things	INSTR.	Reas.	Math.	Lang.	TASK NO.
W.F. - LEVEL			W.F. - ORIENTATION			G. E. D.				
3B	2	- 1A	55%	40%	5%	3	3	3	4	SW.E.1
GOAL:						OBJECTIVE:				
TASK: Attends agency meetings, listens/asks questions for clarification/takes notes, in order to obtain information relevant to agency and departmental operations.										
PERFORMANCE STANDARDS						TRAINING CONTENT				
<u>Descriptive:</u> Manner is attentive, and cooperative. Notes on material presented are thorough and accurate.						<u>Functional:</u> . How to identify specified information from mass of data. . How to communicate: formulate/ask questions to elicit specified information.				
<u>Numerical:</u> . Less than x% workers complain that information obtained is not relevant. . Less than x% of participants in meeting complain of worker's manner.						<u>Specific:</u> . Knowledge of agency policies and procedures. . Knowledge of purpose of meeting.				

Data	People	Things	Data	People	Things	INSTR.	Reas.	Math.	Lang.	TASK NO.
W.F. -	LEVEL		W.F. -	ORIENTATION				G.E. D.		
4	2	1A	70%	20%	10%	4	4	3	4	SW.E.2

GOAL:

OBJECTIVE:

TASK: Evaluates information given by parents in interview, impressions/observation of home conditions, case record information and precedents, checking information and assessments with colleagues or collateral sources as needed, in order to decide whether to proceed with or discontinue child placement plan.

PERFORMANCE STANDARDS

Descriptive:

- Evaluation is complete and thorough.
- Decisions are consistent with facts.

Numerical:

- Decision made within x time period after case review.
- X% of co-workers agree with decision in case review meetings.
- Follow-up checks with x% of clients indicate satisfaction with worker's decision on their case.

TRAINING CONTENT

Functional:

- How to review financial/ social information in relation to criteria.
- How to relate case precedents to present case situations.
- How to explore options involved and track consequences of case decisions.

Specific:

- Knowledge of case situation.
- Knowledge of agency criteria for arriving at placement decision.

Data	People	Things	Data	People	Things	INSTR.	Reas.	Math.	Lang.	TASK NO.
W.F. - LEVEL			W.F. - ORIENTATION					G. E. D.		
4	2	1A	50%	45%	5%	4	4	3	4	SW.E.3
GOAL:						OBJECTIVE:				
TASK: Asks questions of client/collateral about case record items which are incomplete or unclear, listens to/takes notes on responses, evaluating and interpreting information received in relation to kinds and depth of information required, in order to supplement or clarify information in case record.										
PERFORMANCE STANDARDS						TRAINING CONTENT				
<u>Descriptive:</u> - Evaluation is accurate, complete. - Questions are clear and elicit the needed information. - Completes the questioning with reasonable speed. - Manner is pleasant, tactful.						<u>Functional:</u> - How to ask questions effectively and get the necessary information from people. - How to determine what information is relevant to a specific question concerning social service cases, procedures, etc.				
<u>Numerical:</u> - Over x period of time, no more than x% of the contacts need to be made again because worker failed to get adequate information. - Over x period of time, no more than x items of information are found to be inadequately or inaccurately interpreted by worker. - Over x period of time, no more than x complaints regarding worker's manner/attitude.						<u>Specific:</u> - How to contact the person who can provide necessary information. - Knowledge of content of case record.				

Data	People	Things	Data	People	Things	INSTR.	Reas.	Math.	Lang.	TASK NO.
W.F. - LEVEL			W.F. - ORIENTATION			G. E. D.				
4	1A	1A	90%	5%	5%	4	4	3	3	SW.E.4
GOAL:						OBJECTIVE:				
TASK: Reads / reviews inquiry originating outside of agency in relation to information in agency records, in order to determine whether inquiry can be answered.										
PERFORMANCE STANDARDS						TRAINING CONTENT				
<u>Descriptive:</u> . Evaluation is complete, accurate. . Decision is consistent with data. <u>Numerical:</u> . Less than x% of information requested is not obtained because of oversight or misinterpretation on part of worker. . All requests are replied to within x working days. . Less than x number of complaints that decision was inconsistent with information.						<u>Functional:</u> . How to analyze/interpret requests for information in relation to available sources of data. <u>Specific:</u> . Knowledge of agency filing system. . Knowledge of agency procedures, policy related to requests for information.				

Data	People	Things	Data	People	Things	INSTR.	Reas.	Math.	Lang.	TASK NO.
W.F. - LEVEL			W.F. - ORIENTATION			G. E. D.				
3B	2	1A	50%	45%	5%	3	3	1	3	SW.E.5
GOAL:						OBJECTIVE:				
TASK: Talks with collateral, asks questions regarding client problem/need, records responses, in order to clarify/supplement information regarding client situation.										
PERFORMANCE STANDARDS						TRAINING CONTENT				
<u>Descriptive:</u> - Information is complete and accurate. - Manner is patient, warm. <u>Numerical:</u> - Less than x% of collateral persons complain of worker's manner. - Follow-up contact shows that information is inaccurate or inadequate in less than x% of cases.						<u>Functional:</u> - How to elicit information from interested party. - How to identify specified information from a mass of data. <u>Specific:</u> - Knowledge of SOP's for obtaining and recording information from collateral sources. - Knowledge of client's situation.				

Data		People		Things		Data		People		Things		INSTR.		Reas.		Math.		Lang.		TASK NO.	
W.F. -- LEVEL						W.F. - ORIENTATION										G. E. D.					
3B	1A	--	1A	--	85%	5%	10%	3	1	3	SW.E.6										
GOAL:												OBJECTIVE:									
TASK: Composes, writes letter to another agency/institution requesting information, using case records and personal knowledge of kinds of information needed, in order to request information about client.																					
PERFORMANCE STANDARDS												TRAINING CONTENT									
<u>Descriptive:</u> . Letter is clear, concise, accurate. . Letter written to specified agency/institution. . Letter written promptly on determination that information is needed. <u>Numerical:</u> . Irrelevant information is received in less than x number of cases because of inappropriate or unclear questions. . Less than x number of addressees have to request further information.												<u>Functional:</u> . How to write business letter. <u>Specific:</u> . Knowledge of agency SOP for letters requesting information from other institutions. . Knowledge of information to be requested.									

Data	People	Things	Data	People	Things	INSTR.	Reas.	Math.	Lang.	TASK NO.
W.F. - LEVEL			W.F. - ORIENTATION					G. E. D.		
3B	2	- 1A	45%	50%	5%	3	3	3	3	SW.E.7

GOAL:

OBJECTIVE:

TASK: Talks with collaterals, explaining reason for visit, asks questions, listens to responses, in order to obtain information about client requested by another agency.

PERFORMANCE STANDARDS

Descriptive:

- . Specified information is obtained.
- . Explanation of visit is clear and accurate.
- . Manner is pleasant, tactful.

Numerical:

- . All pertinent, specified information secured in x% of requests.
- . Information secured in less than x days.
- . Less than x% of persons contacted complain about worker's manner/attitude.

TRAINING CONTENT

Functional:

- . How to present/elicit information from specific audience.
- . How to select specified information from a mass of data.

Specific:

- . Knowledge of SOP's for obtaining information on clients out of jurisdiction of agency.
- . Knowledge of information requested by other agency.

Data	People	Things	Data	People	Things	INSTR.	Reas.	Math.	Lang.	TASK NO.
W.F. - LEVEL			W.F. - ORIENTATION					G. E. D.		
4	2	1A	60%	35%	5%	4	4	3	4	SW.F.1

GOAL:

OBJECTIVE:

TASK: Studies/reads manuals/case records and other materials regarding specific problems (e.g., adoptions); asks questions of and listens to supervisor's explanation of agency policy and procedures, in order to obtain information about how to apply/follow agency policy and procedures.

PERFORMANCE STANDARDS

Descriptive: . . .

- . Coverage of material is thorough.
- . Questions are relevant.

Numerical:

- . Less than x% of cases over x time reflect misunderstanding or lack of knowledge of agency policy/procedure.

TRAINING CONTENT

Functional:

- . How to evaluate problems in relation to policies and procedures.
- . How to ask questions to get needed information.

Specific:

- . Knowledge of agency guides, their structure, content, and use.
- . How to locate resources.

Data	People	Things	Data	People	Things	INSTR.	Reas.	Math.	Lang.	TASK NO.
W.F. - LEVEL			W.F. - ORIENTATION					G. E. D.		
4	4A	1A	60%	35%	5%	5	5	3	4	SW.F.2

GOAL:

OBJECTIVE:

TASK: Discusses/examines/evaluates an overall case plan with supervisor, in order to determine the feasibility and probable consequences of pursuing plan.

PERFORMANCE STANDARDS

Descriptive:

- . Thorough, clear, organized examination/evaluation of the case plan.
- . Discussion is clear, relevant.

Numerical:

- : All cases are discussed with supervisor.
- : All cases are discussed within x period of time after referral to worker.

TRAINING CONTENT

Functional:

- . How to evaluate feasibility and consequences (financial and social) of plan.
- . How to describe plan to supervisor.
- . How to listen to opinions of others, accepting/evaluating recommendations and criticisms.

Specific:

- . Knowledge of agency service program.
- . How to outline a case plan/agency SOP.
- . Knowledge of SOP for supervisory conferences.

Data		People	Things	Data	People	Things	INSTR.		Reas.	Math.	Lang.	TASK NO.
W.F. - LEVEL				W.F. - ORIENTATION				G. E. D.				
4	1	1A		80%	10%	10%	5	4	3	4		SW.F.3
GOAL: OBJECTIVE:												
TASK: Examines/evaluates information in occupational handbook, employment office information, and other labor market trend indicators to gather data needed, in order to inform clients about alternatives for employment, and their probable consequences.												
PERFORMANCE STANDARDS						TRAINING CONTENT						
<u>Descriptive:</u> - Analyzes data quickly, objectively and accurately. - Gathers data on feasible alternatives for client group. <u>Numerical:</u> Follow-up survey indicates that x% of clients found data gathered by worker to be relevant, accurate, and reliable/helpful.						<u>Functional:</u> - How to locate and use sources of employment information. - How to understand data from complex charts and studies. - How to relate conclusions from studies to data on client group. <u>Specific:</u> - Knowledge of local employment resources/problems. - Knowledge of cultural mores, employment patterns, and preferences of client group. - How to locate reference sources.						

Data		People	Things	Data		People	Things	INSTR.		Reas.	Math.	Lang.	TASK NO.
W.F. - LEVEL		W.F. - ORIENTATION		W.F. - ORIENTATION		W.F. - ORIENTATION		G. E. D.		G. E. D.		G. E. D.	
4	4A	1A	55%	45%	5%	5	3	4	SW.F.4				
GOAL:													OBJECTIVE:
TASK: Asks client questions concerning stated problem, listens to responses; assessing information on client's physical, emotional, financial state, and ability to deal with own problem in relation to knowledge of resources available and personal experience, in order to decide with client on a course of action.													
PERFORMANCE STANDARDS													TRAINING CONTENT
<u>Descriptive:</u> . Thorough and realistic in thinking/planning. . Discussion is clear, pleasant and relevant. . Decision is consistent with information. <u>Numerical:</u> . Over x period of time, supervisor finds less than x% error in worker's judgment. . Over x period of time, less than x% of clients complain of worker's judgments.													<u>Functional:</u> . How to analyze client's abilities to cope in relation to available resources/alternatives. . How to elicit information/responses from client for making judgments on nature/degree of problem. <u>Specific:</u> . Knowledge of specific client's situation, problems, etc. . Knowledge of agency service program, policy and procedure. . Knowledge of local resources.

Data	People	Things	Data	People	Things	INSTR.	Reas.	Math.	Lang.	TASK NO.
W.F. - LEVEL			W.F. - ORIENTATION					G. E. D.		
5B.	1A	1A	90%	5%	5%	5	5	3	4	SW.F.5

GOAL:

OBJECTIVE:

TASK: Organizes/summarizes mentally sequence of steps/procedures by which client may achieve specified result or goal in relation to requirements of specified outcome and assessment of his capabilities for carrying out activities, in order to formulate/record service plan.

PERFORMANCE STANDARDS

Descriptive:

- . Plan is clearly described.
- . Steps in plan are in chronological sequence.
- . Plan is feasible and consistent with client's capabilities.

Numerical:

- . Less than x% of material is recorded in illogical sequence.
- . Over x time, fewer than x% of plans mis-evaluate client's capabilities/resources.
- . Plan includes all necessary steps/information to achieve objectives.

TRAINING CONTENT

Functional:

- . How to organize material/information in chronological sequence.
- . How to evaluate feasibility of plan.
- . How to assess capabilities/resources available to client.

Specific:

- . Knowledge of agency regulations with regard to the service plan.
- . Knowledge of client's situation.

Data	People	Things	Data	People	Things	INSTR.	Reas.	Math.	Lang.	TASK NO.
W.F. - LEVEL			W.F. -	ORIENTATION				G. E. D.		
4	4A	1	45%	50%	5%	5	5	1	4	SW.G.1

GOAL:

OBJECTIVE:

TASK: Advises/counsils client in formulating a plan relating to specific problem/need, explaining and encouraging use of agency and community services, and respective roles of agency and client in obtaining service, in order to reach agreement.

PERFORMANCE STANDARDS

Descriptive:

- . Manner is non-coercive, warm, patient, tactful, and empathic
- . Analysis of problems and plans is clear, accurate, and thorough.

Numerical:

- . Less than x% complaints that explanation/information was incomplete, inaccurate, or unclear.
- . Less than x% complaints regarding worker's manner.

TRAINING CONTENT

Functional:

- . How to elicit and evaluate information from individuals.
- . How to interpret/reflect feelings to test/clarify understanding.
- . How to state areas of agreement/disagreement in non-judgmental, non-coercive manner.
- . How to describe/explain agency programs and general steps in service plan clearly and concisely and at client's level of understanding.

Specific:

- . Knowledge of agency and community resources.
- . Knowledge of agency guidelines, policy, procedures, eligibility requirements.

Data	People	Things	Data	People	Things	Reas.	Math.	Lang.	TASK NO.
W.F. - LEVEL			W.F. - ORIENTATION			INSTR.	G. E. D.		
5B.5	7	1A	40%	55%	5%	6	3	4	SW.G.2

GOAL:

OBJECTIVE:

TASK: Advises/counsels client in crisis situation involving listening to life adjustment problems and reflecting feelings, identifying client resources and coping abilities, and guiding him according to clinical and professional principles, in order to help client cope with and take steps to resolve crisis.

PERFORMANCE STANDARDS

Descriptive:

- . Worker is perceptive, sensitive, supportive, and concerned.
- . The advice and support are related to the client's needs and reflect knowledge of clinical/professional principles.

Numerical:

- . Less than x% complaints from clients regarding worker's manner.
- . In follow-up sample, x% of clients say that the advice, counsel, and support was helpful.

TRAINING CONTENT

Functional:

- . How to determine nature and seriousness of client's crisis.
- . How to support client in crisis situation.
- . How to listen, explore, and reflect client's feelings.
- . How to give advice/counsel/help according to clinical and professional principles.

Specific:

- . Knowledge of local resources.
- . Knowledge of specific client's problems and background.
- . Knowledge of typical crisis problems of target groups.

Data	People	Things	Data	People	Things	INSTR.	Reas.	Math.	Lang.	TASK NO.
W.F. - LEVEL			W.F. - ORIENTATION			G. E. D.				
4	4A	1A	45%	50%	5%	5	4	3	4	SW.G.3
GOAL:						OBJECTIVE:				
TASK:						Suggests and describes in conference with client alternative resources, explaining possible benefits of each, adapting descriptions to client's reactions and ability to understand, in order to inform client of his options for services.				
PERFORMANCE STANDARDS						TRAINING CONTENT				
<u>Descriptive:</u> . Manner is warm, empathic, patient, tactful, interested. . Explanations are clear and accurate, and appropriate to individual. <u>Numerical:</u> . Less than <u>x</u> complaint that information/suggestions were inadequate. . Less than <u>x</u> complaints of worker's manner.						<u>Functional:</u> . How to elicit and provide information to specific audience. . How to relate resources to client needs. . How to assist client in reaching decisions. <u>Specific:</u> . Knowledge of importance of functioning within SOP. . Knowledge of available resources.. . Knowledge of client situation.				

Data	People	Things	Data	People	Things	INSTR.	Reas.	Math.	Lang.	TASK NO.
W.F. - LEVEL			W.F. - ORIENTATION							
4	4A	1A	35%	60%	5%	5	5	3	4	SW.G.5
GOAL:						OBJECTIVE:				
TASK: Describes/explains what agency and worker do in specific situations, contrasting agency's service with what client may do without agency help; describes consequences of each approach; listens to/interprets/reflects client's responses and feelings, in order to help client reach decision on whether to begin casework or work out problems on own.										
PERFORMANCE STANDARDS						TRAINING CONTENT				
<u>Descriptive:</u> • Explanations are clear, well organized, and accurate. • Manner shows concern and an understanding of the client's needs/desires. <u>Numerical:</u> • Over <u>x</u> period of time no more than <u>x</u> complaints about worker's manner, attitude, or lack of clarity and information. • Task is completed with <u>x</u> period of time.						<u>Functional:</u> • How to present/explain information to specific audience. • How to clarify and reflect client's ideas and feelings. • How to show concern and understanding of human needs/desires. <u>Specific:</u> • Knowledge of agency service program. • Knowledge of consequences of alternatives.				

Data	People	Things	Data	People	Things	INSTR.	Reas.	Math.	Lang.	TASK NO.
W.F. - LEVEL			W.F. - ORIENTATION					G. E. D.		
4	4A	1A	45%	50%	5%	5	5	3	4	SW.G.6

GOAL:

OBJECTIVE:

TASK: Asks questions/elicits information from client on scope and kinds of problems he faces; discusses relationships of various problems, their solutions and alternative ways of approaching them and the consequences of each, in order to help client determine relative importance of problems and priorities for action.

PERFORMANCE STANDARDS

Descriptive:

- . Shows awareness and understanding of client's situations/problems.
- . Communicates clearly.
- . Description of alternative approaches and their consequences is accurate/complete.

Numerical:

- . Over x period less than x% of clients complain that they were not given adequate opportunity to express themselves or that their preferences were not followed.

TRAINING CONTENT

Functional:

- . How to present/elicit information in relation to specific audience.
- . How to analyze client's situation and discriminate between alternatives.
- . How to help client determine which problems should be treated first, etc.

Specific:

- . Knowledge of agency service program, policies, and procedures.
- . Knowledge of the client's background, environment, present problems, etc.

Data		People	Things	Data	People	Things	INSTR.	Reas.	Math.	Lang.	TASK NO.
W.F. - LEVEL				W.F. - ORIENTATION				G. E. D.			
3B	2	1A		60%	30%	10%	3	3	1	3	SW.G.7
GOAL: OBJECTIVE:											
TASK: Searches for, gathers/collects pertinent informational booklets (pamphlets) and hands them to client, explaining their usefulness to client, purpose etc., in order to provide supplemental information o problem(s).											
PERFORMANCE STANDARDS						TRAINING CONTENT					
<u>Descriptive:</u> - Materials chosen reflect an understanding of client's needs. - Explanation is short and to the point. - Manner is friendly and polite. <u>Numerical:</u> - Over x period of time, less than x% of clients complain about books selected. - Over x period of time less than x% of clients complain about worker's manner.						<u>Functional:</u> - How to select information for specific need. - How to explain information to specific audience. <u>Specific:</u> - How to locate material. - Knowledge of client's specific request or need.					

Data		People		Things		Data		People		Things		INSTR.		Reas.		Math.		Lang.		TASK NO.	
W.F. - LEVEL						W.F. -		ORIENTATION								G. E. D.					
4.	4A	1A	35%	60%	5%	5	5	3	4	SW.G.8											

GOAL:

OBJECTIVE:

TASK: Talks with/ advises and counsels individual who has refused to comply with specific requirement of program (e.g. to participate in WIN), discussing possible consequences of non-compliance, and impact of decision on his life and family, relating benefits of program to client's needs (e.g. for money, training, and satisfying work) in order to increase his awareness of consequences and alternate programs.

PERFORMANCE STANDARDS

TRAINING CONTENT

Descriptive:

- . Worker is tactful, yet firm and clear in presenting consequences and alternatives.
- . Manner is empathic and courteous.
- . Discussion is kept to relevant issues.

Numerical:

- . Less than $x\%$ of clients complain that worker was rude or gave inaccurate or unclear information over x period of time.

Functional:

- . How to explain information to specific audience.
- . How to handle oneself with reticent, hostile or potentially hostile individuals.
- . General knowledge of social/economic reasons for training programs.

Specific:

- . Knowledge of specific subsequent steps to be taken as a result of refusal.
- . Knowledge of client's situation.
- . Knowledge of resources for information.

Data	People	Things	Data	People	Things	INSTR.	Reas.	Math.	Lang.	TASK NO.
W.F. - LEVEL			W.F. - ORIENTATION			G. E. D.				
4	4A	1	45%	50%	5%	5	5	3	4	SW.G.9
GOAL:						OBJECTIVE:				
TASK: Discusses/asks questions; explores/listens to/evaluates client's responses during discussion of crisis situation; elicits/evaluates client's statements about feelings, resources, and coping abilities, in order to help client determine nature of problem.										
PERFORMANCE STANDARDS						TRAINING CONTENT				
<u>Descriptive:</u> . Manner is warm, patient, empathic. . Discussion is clear, complete. . Analysis of situation is accurate, comprehensive. <u>Numerical:</u> . Less than <u>x%</u> complaint of worker's manner.						<u>Functional:</u> . How to elicit and evaluate information from individuals. . How to interpret/reflect feelings to test/clarify understanding. . How to state areas of agreement/dis-agreement to specific audience. <u>Specific:</u> . Knowledge of agency policy and procedures.				

Data	People	Things	Data	People	Things	INSTR.	Reas.	Math.	Lang.	TASK NO.
W.F. -- LEVEL			W.F. --	ORIENTATION				G. E. D.		
3B	3A	1A	35%	60%	5%	3	4	3	4	SW.H.1

GOAL:

TASK: Supports/encourages client who expresses doubts and frustrations about services in order to reassure and build confidence of client in service plan/approach.

PERFORMANCE STANDARDS

Description:

- . Explanation is clear, complete, and accurate.
- . Sensitive to client's needs/desires.
- . Considerate, tactful, and patient attitude.

Numerical:

- . Over x period of time, no more than x complaints about worker's manner, attitude, or lack of clarity.
- . Task is complete within x period of time.

TRAINING CONTENT

Functional:

- . How to communicate: present/elicit information from specific audience.
- . How to put client at ease about the casework plan implementation.

Specific:

- . Knowledge of agency service program.
- . Knowledge of typical problems of clients with given agencies in community.

Data	People	Things	Data	People	Things	INSTR.	Reas.	Math.	Lang.	TASK NO.
W.F. - LEVEL			W.F. - ORIENTATION			G. E. D.				
4	3B	1A	60%	30%	10%	4	4	3	4	SW, H. 2
GOAL:						OBJECTIVE:				
TASK: Explains and demonstrates to state/federal community agent, why a client needs/qualifies for/merits financial assistance, based upon knowledge of agency, community, state and federal programs, in order to persuade agent to arrange payment for specified services.										
PERFORMANCE STANDARDS						TRAINING CONTENT				
<u>Descriptive:</u> - Explanation is convincing, clear, complete and accurate. - Worker's manner is courteous and pleasant. <u>Numerical:</u> - Over x period of time, worker can secure payment in X% of his requests. - No complaints from the agent that worker intentionally was misleading.						<u>Functional:</u> - How to secure funds from sources outside agency. - How to explain financial need over the phone. - How to present information to specific audience. <u>Specific:</u> - Knowledge of client's situation. - Knowledge of procedures and guidelines regarding financial assistance.				

Data		People	Things	Data	People	Things	INSTR.	Reas.	Math.	Lang.	TASK NO.
W.F. - LEVEL		W.F. - ORIENTATION									
4	4A	1A		40%	55%	5%	5	4	3	4	SW.H.3
GOAL:							OBJECTIVE:				
TASK: Meets/talks with workers from other agencies or departments regarding a shared client, asking questions and giving selected, detailed explanations and interpretations of service objectives, clients needs, and recommending other ways that the Division or other agency could serve the client, in order to clarify objectives and services of collaborating agencies.											
PERFORMANCE STANDARDS							TRAINING CONTENT				
<u>Descriptive:</u> . Worker is pleasant, articulate and perceptive. . Explanation is clear, accurate and related to client need and agency capabilities. <u>Numerical:</u> . Less than x% complaints from other agency workers about worker's manner. . Less than x% complaints that worker misrepresented agency, of lack of clarity, or irrelevance of communication and suggestions. . Less than x% of clients complain that services of collaborating agencies seem to be at cross purpose.							<u>Functional:</u> . How to collaborate with other agencies. . How to present an explanation to a specific audience. . How to evaluate client needs and relate those to available service resources. <u>Specific:</u> . Knowledge of general structure of agency systems. . Knowledge of agency guidelines in re: protocol for interagency contacts. . Knowledge of client background and services being presently provided to him by the agencies/Departments.				

Data	People	Things	Data	People	Things	INSTR.	Reas.	Math.	Lang.	TASK NO.
W.F.	LEVEL		W.F.	-	ORIENTATION			G. E. D.		
4.	4A	1A	45%	45%	10%	5	5	1	4	SW.H.4

GOAL:

OBJECTIVE:

TASK: Elicits information from client/asks questions about services received/listens to description of process and outcome; examines and evaluates client responses in relation to expected outcomes and service standards in plan, in order to assess client's feelings about his progress/lack of progress and evaluate adequacy of plan.

PERFORMANCE STANDARDS	TRAINING CONTENT
<u>Descriptive:</u> . Manner is warm, patient, empathic, non-coercive. . Analysis is perceptive, accurate, thorough. . Decision is consistent with available information. <u>Numerical:</u> . Less than x% complaints of worker's manner. . Less than x number complaints that case was not evaluated accurately.	<u>Functional:</u> . How to evaluate information in relation to criteria and principles. . How to elicit information from specific audience. <u>Specific:</u> . Knowledge of policies and procedures for evaluating progress of case. . Knowledge of service plan and client situation.

Data	People	Things	Data	People	Things	INSTR.	Reas.	Math.	Lang.	TASK NO.
W.F. - LEVEL			W.F. - ORIENTATION					G. E. D.		
3B	3A	1A	30%	65%	5%	3	3	1	3	SW.H.6

GOAL:

OBJECTIVE:

TASK: Talks, listens, responds to, and encourages client, pointing out his strengths and expressing confidence in his abilities, in order to support client in implementing service plan.

PERFORMANCE STANDARDS	TRAINING CONTENT
<u>Descriptive:</u> . Manner is pleasant, courteous, supportive. . Information conveyed is realistic/consistent with client's capabilities. <u>Numerical:</u> . Less than x% of clients complain of worker's manner.	<u>Functional:</u> . How to present/elicit information from specific audience. . How to identify client's strengths and traits/abilities. . How to enable client to use abilities. <u>Specific:</u> . Knowledge of agency program, procedure, philosophy. . Knowledge of client's situation and service plan.

Data	People	Things	Data	People	Things	INSTR.	Reas.	Math.	Lang.	TASK NO.
W.F. - LEVEL			W.F. - ORIENTATION					G. E. D.		
4	4A	1A	50%	45%	5%	5	5	1	4	SW.H.7

GOAL:

OBJECTIVE:

TASK: Talks with/ asks and answers questions of/ listens to client and other agency personnel involved in service plan for client, evaluating client's experiences in relation to objectives/constraints, in order to determine whether original service plan is adequate or needs modification.

PERFORMANCE STANDARDS	TRAINING CONTENT
<u>Descriptive:</u> - Judgment is consistent with available data. - Discussion is clear and thorough. - Manner is pleasant and courteous.	<u>Functional:</u> - How to elicit information from a specific audience. - How to analyze data in relation to criteria and theory.
<u>Numerical:</u> Less than x% of cases require re-evaluation due to inaccurate or incomplete assessment.	<u>Specific:</u> - Knowledge of SOP for evaluating progress and/or modifying service plan. - Knowledge of client's situation and service plan.

Data	People	Things	Data	People	Things	INSTR.	Reas.	Math.	Lang.	TASK NO.
W.F. - LEVEL			W.F. - ORIENTATION					G. E. D.		
4	1A - 1A	1A	--90%	5%	5%	5	5	3	4	SW.H.8

GOAL:

TASK: Examines client's situation, reviewing/evaluating his progress in relation to objectives of service plan from data and reports in case file in order to determine/estimate date for termination of service.

PERFORMANCE STANDARDS

Descriptive:

- . Conclusions are consistent with known information and client actions.
- . Worker is comprehensive.

Numerical:

- . Over x period of time supervisor agrees with x% of worker's decisions.

TRAINING CONTENT

Functional:

- . How to review/ interpret data, drawing conclusions.

Specific:

- . Knowledge of agency criteria for evaluation of case.
- . Knowledge of agency guidelines for when to terminate a case.
- . Knowledge of client's situation and service plan.

Data	People	Things	Data	People	Things	INSTR.	Reas.	Math.	Lang.	TASK NO.
W.F. -- LEVEL			W.F. -- ORIENTATION					G. E. D.		
4	1A	1A	90%	5%	5%	5	5	3	4	SW.H.9

GOAL: OBJECTIVE:

TASK: Reviews and assesses the terminated service plan in relation to the client's initial problem(s), the client's present situation, objectives, and procedures of casework plan, in order to determine if/to what extent agency services met client's needs.

PERFORMANCE STANDARDS	TRAINING CONTENT
<u>Descriptive:</u> . Analysis is accurate, objective, and complete, and consistent with available data. <u>Numerical:</u> . Over x period of time, supervisor agrees with x% of assessments.	<u>Functional:</u> . How to review and assess outcome in relation to criteria and theory. <u>Specific:</u> . Knowledge of client's situation, service plan. . Knowledge of agency service program.

Data	People	Things	Data	People	Things	INSTR.	Reas.	Math.	Lang.
W.F. - LEVEL			W.F. - ORIENTATION			G. E. D.			
4	4A	1A	45%	50%	5%	5	4	1	4

TASK NO.

SW.H.10

GOAL:

OBJECTIVE:

TASK: Describes client needs and service objectives to co-worker, advising on action and methods for dealing with client, drawing upon training and experience, in order to provide information and recommendations on a specific client need.

PERFORMANCE STANDARDS

TRAINING CONTENT

Descriptive:

- Recommendation reflects accurate understanding of data and balanced judgment, and is feasible.
- Worker is perceptive, clear.

Numerical:

- No more than x% of co-workers report that recommendations were not feasible/ did not take into account all facts of case.
- No more than x% of co-workers complain of worker's manner.

Functional:

- How to relate general information to specific situation.

Specific:

- Knowledge of case under review.
- Knowledge of range of alternatives feasible in given service episode.

Data	People	Things	Data	People	Things	Reas.	Math.	Lang.
W.F.	LEVEL		W.F.	- ORIENTATION		INSTR.	G. E. D.	TASK NO.
4	4A	1	45%	45%	10%	4	1	4
								SW.I.1

GOAL:

OBJECTIVE:

TASK: Requests help of resource person, giving information regarding need/describes problem, recommends/suggests appropriate actions in relation to needs of client and response of resource person and his capability to help, in order to secure help of resource person to resolve client crisis.

PERFORMANCE STANDARDS

Descriptive:

- . Information is pertinent, accurate and complete.
- . Manner is pleasant and courteous.

Numerical:

- . Less than x% complaints of worker's manner.
- . Less than x% cases need additional or clarifying information.

TRAINING CONTENT

Functional:

- . How to present information to specific audience.
- . How to review and evaluate information in relation to criteria.

Specific:

- . Knowledge of agency guidelines, policies procedures, etc.

Data	People	Things	Data	People	Things	INSTR.	Reas.	Math.	Lang.	TASK NO.
W.F. - LEVEL			W.F. - ORIENTATION					G. E. D.		
4	4A	1A	40%	50%	10%	5	5	1	4	SW.I.4
GOAL:						OBJECTIVE:				

TASK: Discusses with collateral/describes problem, asks questions/listens, explores/considers responses; evaluates attitudes and capabilities of significant person in client's life, in order to determine the extent to which the person may be resource for help on resolving client's crisis.

PERFORMANCE STANDARDS

Descriptive:

- . Manner is patient, empathic, non-coercive.
- . Analysis of resource's attitudes and capabilities for help is accurate, thorough, consistent with available data.

Numerical:

- . Less than x% complaints of worker's manner.
- . Less than x% error in arriving at clear and accurate determination that person is a useful resource.

TRAINING CONTENT

Functional:

- . How to present/elicit information from specific audience.
- . How to evaluate data in relation to criteria and principles.

Specific:

- . Knowledge of client's situation.
- . Knowledge of agency SOP re: use of collaterals.

Data	People	Things	Data	People	Things	INSTR.	Reas.	Math.	Lang.	TASK NO.
W.F. - LEVEL			W.F. - ORIENTATION					G. E. D.		
3B.	2	1A	40%	55%	5%	4	4	1	4	SW.I.5
GOAL:						OBJECTIVE:				

TASK: Speaks informally to community groups, using prepared outline and notes, describes agency's programs, services, responsibilities, limitations, answers questions, in order to increase the community's acquaintance with/understanding of the agency.

PERFORMANCE STANDARDS	TRAINING CONTENT
<u>Descriptive:</u> . Presentation is clear, accurate, thorough, concise. . Questions are answered in a tactful, comprehensive manner. . Is poised, thoughtful, non-authoritarian on delivery style. . Speaks clearly and distinctly. <u>Numerical:</u> . No inaccuracies/misinterpretations/misleading statements in talk or question/answer exchanges. . No more than x% of questions are not answered. . Presentation x% of time is within prescribed time limits. . In sample survey of audience x% reported that they had a greater understanding of agency's program.	<u>Functional:</u> . How to present information to specific audience. . How to select/relate specific information. <u>Specific:</u> . Knowledge of agency programs, services, and limitations. . Knowledge of characteristics/interests of specific group being addressed.

Data	People	Things	Data	People	Things	INSTR.	Reas.	Math.	Lang.	TASK NO.
W.F.	LEVEL		W.F.	-	ORIENTATION			G. E. D.		
3B	2	1	55%	40%	5%	3	3	3	3	SW.I.6

GOAL:

OBJECTIVE:

TASK: At meeting with community agency representatives, asks questions, listens, and records salient information on policies/problems under discussion, in order to obtain current information about the agencies/resources.

PERFORMANCE STANDARDS

Descriptive:

- . Worker is clear, concise, and courteous in asking question.
- . Information is complete, accurate.

Numerical:

- . No more than x% of information is incomplete or inaccurate.
- . No more than x% of people complain of worker's manner or clarity of speech.

TRAINING CONTENT

Functional:

- . How to identify/select specific information from a mass of data.
- . How to elicit information from specific audience.

Specific:

- . Knowledge of specific agency and how it relates to local social service system
- . Knowledge of kinds of information needed

SUPERVISORY

(S)

- A. Induction/Orientation
- B. Providing On-the-Job Training
- C. Conducting/Attending Staff Meetings
- D. Making Assignments/Work Flow Planning
- E. Consulting with Subordinates
- F. Performance Evaluation/Maintaining Production .
Standards
- G. Reporting
- H. Leave, Hours
- I. Terminations
- J. Mediating Disputes

Data		People		Things		Data		People		Things		Reas.		Math.		Lang.		TASK-P.J.	
W.F. - LEVEL						W.F. - ORIENTATION						INSTR.		G. E. D.					
4	4A	1A	40%	50%	10%	4	4	4	3	4	4	4	4	3	4	4	4	4	S.A.1
GOAL:										OBJECTIVE:									
TASK: Reviews/discusses agency manuals and SOP's with worker, describing the organization's structure and objectives, his tasks and functions, and work procedures, drawing upon personal experience and knowledge, in order to orient worker to his role and contribution to agency efforts.																			
PERFORMANCE STANDARDS										TRAINING CONTENT									
<u>Descriptive:</u> .Worker is open, perceptive, encouraging, and patient. .Information is clear, accurate, comprehensive, and concise. <u>Numerical:</u> .No more than X% of service workers complain of worker's manner. .No more than X% of service workers report information is inadequate or inaccurate.										<u>Functional:</u> .How to convey/explain information to specific audience. .How to involve worker in discussion and help him internalize understandings of policies and objectives. .How to read manuals, etc., and relate to specific situation. <u>Specific:</u> .Knowledge of characteristics of worker and assignment. .Knowledge of agency manuals, role relationships, procedures and objectives.									

Data	People	Things	Data	People	Things	INSTR.	Reas.	Math.	Lang.	TASK-N.O.
W.F.	LEVEL		W.F.	ORIENTATION			G. E. D.			
3B	2	1A	30%	60%	10%	3	2	1	4	S.A.2

OBJECTIVE:

TASK: Introduces/presents new employee to agency staff, explaining and describing functions and titles of personnel, in order to introduce new employee to agency staff.

PERFORMANCE STANDARDS

Descriptive:

- .Manner is courteous and pleasant.
- .Accurately describes staff members and their functions.
- .Introduction is accurate and complete.

Numerical:

- .No more than X complaints from staff or new worker that worker was discourteous or failed to perform necessary introductions.

TRAINING CONTENT

Functional:

- .How to introduce people.

Specific:

- .Knowledge of names of agency staff and how their specific function contributes to overall operation of the agency.
- .Knowledge of new employee.

Data	People	Things	Data	People	Things	INSTR.	Reas.	Math.	Lang.	TASK-P.O.
W.F. -- LEVEL			W.F. -- ORIENTATION							
5B	1A	1A	80%	10%	10%	5	4	1	5	S.B.1

GOAL: OBJECTIVE:

TASK: Examines specific training content portion of selected task statement in relation to time available, number and kinds of workers performing task, organizational structure, previous training, individual experience and learning patterns of workers, written procedures and agency policies, in order to determine and state training objectives and methods for worker(s).

PERFORMANCE STANDARDS	TRAINING CONTENT
<u>Descriptive:</u> .Clear, accurate, comprehensive statement of objectives and methods. .Objectives and methods are appropriate to worker(s). .Objectives and methods are consistent with trainees needs and interests. <u>Numerical:</u> .No more than X number of revisions to training objectives or methods planned as a result of failure to consider all pertinent data.	<u>Functional:</u> .How to derive and state training objectives and methods. .Knowledge of teaching methods and content to be presented. .How to evaluate job information and relate worker's present performance. <u>Specific:</u> .Knowledge of organizational structure, policies, and procedures. .Knowledge of workers: their training, experience, and learning patterns. .Knowledge of content of specific task. .Knowledge of constraints: time, budget, etc

Data	People	Things	Data	People	Things	INSTR.	Reas.	Math.	Lang.	TASK NO.
W.F. - LEVEL			W.F. - ORIENTATION							
4	5	1A	60%	30%	10%	5	5	3	4	S.B.2
GOAL:						OBJECTIVE:				
TASK:						Discusses/explains options for training to worker in relation to worker's and agency's needs, and elicits choice from worker of training he desires, in order to reach an agreement about training program/plan with a particular worker.				
PERFORMANCE STANDARDS						TRAINING CONTENT				
<u>Descriptive:</u> .Clear, thorough, and accurate explanations. .Manner is tactful, persuasive, non-coercive. <u>Numerical:</u> .Less than X number of complaints that explanations are not clear or information was not sufficient, or that attitude/manner was not appropriate.						<u>Functional:</u> .How to develop training plan with trainee. .How to evaluate job performance information and relate it to workers. <u>Specific:</u> .Knowledge of worker and agency training needs. .Knowledge of training options available.				

Data	People	Things	Data	People	Things	Reas.	Math.	Lang.	TASK-NO.
W.F. - LEVEL			W.F. - ORIENTATION			G. E. D.			
4	4A	1A	45%	50%	5%	4	5	1	4
GOAL:						OBJECTIVE:			
TASK: Gives information and ideas to training personnel based on personal experience supervising Social Service Specialists, defining, clarifying, and enlarging upon worker's duties, in order to recommend content of on-the-job training for Social Service Specialists.									
PERFORMANCE STANDARDS						TRAINING CONTENT			
<u>Descriptive:</u> .Is polite and tactful in discussion. .Information is accurate and complete. .Is clear and concise in explaining training. <u>Numerical:</u> .Over period of time less than X% complaints because of information being unclear or incomplete, or of worker's manner.						<u>Functional:</u> .How to convey information/recommendations to specific audience. .Knowledge of Social Service Specialists' duties. <u>Specific:</u> .Knowledge of needs of personnel staff.			

Data	People	Things	Data	People	Things	Reas.	Math.	Lang.	TASK-F.O.
W.F. - LEVEL			W.F. - ORIENTATION			INSTR.	G. E. D.		
4	4A	1A	45%	50%	5%	4	4	1	4
GOAL:						OBJECTIVE:			
TASK: Accompanies worker in field, showing him how to make contacts, conduct interviews, and approach clients, gives suggestions and encouragement, answers questions and gives explanation based on personal experiences, in order to demonstrate skills needed to perform assignment tasks.									
PERFORMANCE STANDARDS						TRAINING CONTENT			
<u>Descriptive:</u> .Worker demonstrates support and understanding. .Explanations/demonstrations are clear, accurate thorough, and related to the worker's needs.						<u>Functional:</u> .How to conduct interviews, approach clients, etc. .How to present/demonstrate information/techniques to specific audience.			
<u>Numerical:</u> .X number of workers over a period of time report that the trainer is supportive, knowledgeable. .X number of workers are able to perform the paraprofessional skills assigned and meet the agency requirements of the job. .X number of workers report that the explanations were clear and relevant.						<u>Specific:</u> .Knowledge of worker's situation/duties.			

Data	People	Things	Data	People	Things	INSTR.	Reas.	Math.	Lang.	TASK-F.J.
W.F.	LEVEL		W.F.	ORIENTATION			G.	E. D.		
4	4B	1A	40%	50%	10%	4	3	1	4	S.B.5

OBJECTIVE:

GOAL:

TASK: Teaches/demonstrates use of filing system to new clerical personnel (where materials are located, standard office procedures) checking and correcting performance, in order to provide on-the-job training.

PERFORMANCE STANDARDS

Descriptive:

- .Warm and tactful in conveying information.
- .Instruction is complete, thorough, and accurate.
- .Completes task according to schedule.

Numerical:

- .No more than X% of new employees over X period of time must be re-taught use of filing system due to worker's failure to explain/demonstrate/answer questions thoroughly, accurately, and clearly.

TRAINING CONTENT

Functional:

- .How to use filing system.
- .How to demonstrate/explain procedures to specific audience.
- .How to evaluate and correct worker performance.

Specific:

- .Knowledge of expected level of worker performance.
- .Knowledge of needs of new worker.
- .How to use specific filing system.

Data	People	Things	Data	People	Things	INSTR.	Reas.	Math.	Lang.	TASK - F.J.
W.F. - LEVEL			W.F. - ORIENTATION				G. E. D.			
4	3B	1A	35%	60%	5%	3	4	3	4	S.B.6
GOAL:						OBJECTIVE:				
TASK: Describes/explains study and training opportunities available to subordinates and other staff members, relating opportunities to individual needs and abilities, encouraging them to participate, taking information from flyers, pamphlets, etc., in order to inform and persuade staff members to take advantage of training opportunities.										
PERFORMANCE STANDARDS						TRAINING CONTENT				
<u>Descriptive:</u> .Information is accurate and complete. .Manner is pleasant, understanding and enthusiastic.						<u>Functional:</u> .How to persuade staff to explore training opportunities.				
<u>Numerical:</u> .X% of employees report that they are more interested in taking their training than they were before meeting. .Fewer than X% complain that information was inaccurate or misleading.						<u>Specific:</u> .Knowledge of study and training opportunities available and procedures for enrolling in each program. .Knowledge of needs and personalities of the individual staff members.				

Data	People	Things	Data	People	Things	INSTR.	Reas.	Matn.	Lang.	TASK-P.O.
W.F. - LEVEL			W.F. - ORIENTATION							
3B	2	1A	55%	35%	10%	3	3	1	4	S.C.1
GOAL:						OBJECTIVE:				
TASK:						Attends staff meetings, talking with staff, asking questions about agency and departmental operations, listens to/observes/notes responses, collects handouts, in order to obtain information about operations.				
PERFORMANCE STANDARDS						TRAINING CONTENT				
<u>Descriptive:</u> .Attentiveness. .Accuracy and thoroughness of information obtained. .Cooperative manner.						<u>Functional:</u> .How to identify/note specific information from mass of data. <u>Specific:</u> .Knowledge of purpose of meeting. .Knowledge of meeting participants.				
<u>Numerical:</u> .Less than X% complaints of inattentiveness. .Less than X% complaints of manner/attitude. .Less than X% complaints of insufficient or inaccurate notes.										

Data		People		Things		Data		People		Things		Reas.		Math.		Lang.		TASK NO.	
W.F. - LEVEL						W.F. - ORIENTATION						INSTR.		G. E. D.					
4	4A	1A	45%	50%	5%	4	4	3	4	4	4	4	4	4	4	4	4	4	4
GOAL:										OBJECTIVE:									
TASK: Conducts meetings with subordinates, describing/clarifying changes in programs or policies in relation to current objectives and practices, and/or performance requirements, in order to inform workers of changes in operation and their consequences for workers' activity.																			
PERFORMANCE STANDARDS										TRAINING CONTENT									
<u>Descriptive:</u> .Explanation/description/clarification is thorough, clear, accurate. .Completes task according to schedule. .Manner is pleasant and courteous. <u>Numerical:</u> .Worker completes task within X period of time of notification of change. .Over X period of time, less than X% of co-workers complain of inaccurate, unclear, or misleading explanations/description/clarification of changes.										<u>Functional:</u> .How to communicate/interpret policies and regulations in relation to specific audience. <u>Specific:</u> .Knowledge of agency program, policies, and procedures. .Knowledge of changes in program, policies, and procedures and how they will affect activities.									

Data	People	Things	Data	People	Things	INSTR.	Reas.	Math.	Lang.	TASK-NJ.
W.F. - LEVEL			W.F. - ORIENTATION							
4	1	1A	80%	10%	10%	4	4	1	4	S.D.1
GOAL:						OBJECTIVE:				
TASK: Evaluates/examines information on client's need for specialized services, in relation to workload and skill of agency workers, and agency priorities for services, in order to determine functional social service unit to which case will be assigned.										
PERFORMANCE STANDARDS						TRAINING CONTENT				
<u>Descriptive:</u> .Determination is appropriate/consistent with available data. .Completes task with reasonable speed. <u>Numerical:</u> .Applications assigned within X time of receipt. .Assignment accurately reflects skills of worker, workload, and priorities of agency X% of the time.						<u>Functional:</u> .How to distribute work load among staff: considering capabilities, organizational structure, and SOP's. <u>Specific:</u> .Knowledge of work load and capabilities of staff. .Knowledge of client's needs. .Knowledge of agency programs, service units, SOP's.				

Data	People	Things	Data	People	Things	INSTR.	Reas.	Math.	Lang.	TASK-P.O.
W.F. - LEVEL	W.F. - ORIENTATION	W.F. - ORIENTATION	W.F. - ORIENTATION	W.F. - ORIENTATION	W.F. - ORIENTATION					
4	1A	1A	80%	10%	10%	5	4	3	4	S.D.2

OBJECTIVE:

GOAL:

TASK: Evaluates/examines/assesses data about case accepted for service, stating problems, needed actions, and deadlines on case assignment form, using own knowledge and experience, and referring to sources as necessary, and selects worker to carry out case assignment, considering worker's capabilities and work loads, referring to worker's records as necessary, and routes assignment form to worker selected, in order to assign case to worker.

PERFORMANCE STANDARDS

Descriptive:

- .Data on case assignment form is relevant, accurate, clear, and concise.
- .Assignment is based on objective evaluation of client needs and workers' capabilities and case loads.

Numerical:

- .Workers are able to substantiate less than X% complaints that they are assigned disproportionate amount of workload.
- .Less than X% of workers complain that instructions on case assignment form are unclear or inappropriate.

TRAINING CONTENT

Functional:

- .How to evaluate social and financial data in relation to theory.
- .How to assign cases, considering nature of case, capabilities of staff, and work loads.

Specific:

- .Knowledge of objectives and constraints of unit.
- .Knowledge of workers' skills, abilities, and performance levels.
- .Knowledge of SOP for completing and routing forms.
- .How to obtain and use case information, reference sources, worker records.

Data		People	Things	Data		People	Things	Reas.		Math.	Lang.	TASK-N.J.
W.F. - LEVEL		W.F. - ORIENTATION		W.F. - ORIENTATION		G. E. D.		G. E. D.				
5B	1A	1A	80%	10%	10%	10%	4	4	1	4	S.D.4	
GOAL: OBJECTIVE:												
TASK: Decides on/makes changes, modifications, or adjustments to work schedules, time frames, and task assignments, considering individual capabilities, work loads of workers, nature of work, priorities, in order to plan re-delegation/re-distribution of tasks when original assignment cannot be met.												
PERFORMANCE STANDARDS						TRAINING CONTENT						
<u>Descriptive:</u> .All adjustments are clear and concise. .Instructions are thorough and clear. .Tasks are fairly distributed to workers. .Completes task according to schedule. <u>Numerical:</u> .Tasks are re-assigned X time prior to expected performance. .Over period of time less than X number of complaints from office staff because of problems with work overload, or poor understanding of expectations.						<u>Functional:</u> .How to schedule and re-distribute task assignments, considering resources and constraints. <u>Specific:</u> .Knowledge of schedules and task assignments and capabilities of staff. .Knowledge of work to be done.						

Data	People	Things	Data	People	Things	Reas.	Math.	Lang.	TASK NO.
W.F. - LEVEL			W.F. - ORIENTATION				G. E. D.		
2	1A	1A	80%	10%	10%	1	1	2	S.D.6

GOAL:

OBJECTIVE:

TASK:

Selects worker to whom incoming case is to be assigned according to prescribed rotation system, and writes/enters case number and worker identification on assignment roster, in order to make and record case assignment.

PERFORMANCE STANDARDS

Descriptive:

.Completes task accurately, thoroughly, and with reasonable speed.

Numerical:

.Less than X% incidence of inaccurate assignment or entry.
 .Less than X% of case assignments not completed within X time of receipt of case.

TRAINING CONTENT

Functional:

.How to use rotation system.
 .How to fill out forms.

Specific:

.Knowledge of SOP for rotation system and entries on assignment roster.

Data	People	Things	Data	People	Things	INSTR.	Reas.	Math.	Lang.	TASK-N.J.
W.F. - LEVEL			W.F. - ORIENTATION							
3B	1A	1A	90%	5%	5%	3	3	3	4	S.D.7

GOAL:

OBJECTIVE:

TASK: Writes/composes a bulletin/memo/note describing predetermined task assignments, prescribed and discretionary elements, and performance standards/requirements, and posts/distributes according to SOP, in order to inform workers of task assignments and performance standards.

PERFORMANCE STANDARDS

Descriptive:

.Message is clear and understandable, and accurately reflects task requirements.

Numerical:

.Over X period of time, X% of tasks were not completed satisfactorily or not begun because of unclear task assignment.

TRAINING CONTENT

Functional:

.How to write/compose bulletins/memos/notes.

Specific:

.Knowledge of prescribed and discretionary elements of specific tasks, performance standards, task assignments.
 .Knowledge of SOP for format and distribution of task assignment bulletins, etc.

Data	People	Things	Data	People	Things	Reas.	Math.	Lang.	TASK NO.
W.F. - LEVEL			W.F. - ORIENTATION			G.	E. D.		
4	1A	1A	90%	5%	5%	3	3	4	S.D.8
GOAL:					OBJECTIVE:				
TASK: Reviews/analyzes worksheets/time sheets/work completed reports from workers in relation to work backlog and volume of work expected to come in, in order to determine future task allocations.									
PERFORMANCE STANDARDS					TRAINING CONTENT				
Descriptive: .Performs task with reasonable speed. .Decision is consistent with available data.					Functional: .How to determine distribution of work on basis of worker capabilities and work requirements. .How to read: worksheets, time sheets, work completed reports, descriptions of incoming work.				
Numerical: .No more than X justifiable complaints from workers of work overloads or inappropriateness of assignments due to failure to consider all available data.					Specific: .Knowledge of workers' capabilities and work load. .Knowledge of work to be done: backlog and expected incoming.				

Data	People	Things	Data	People	Things	Reas.	Math.	Lang.
W.F. - LEVEL			W.F. - ORIENTATION			INSTR.	G. E. D.	TASK - P.J.
4	2	1A	70%	20%	10%	4	2	4
GOAL:						OBJECTIVE:		
TASK: Evaluates/assesses amount of clerical work to be done on specific day in relation to number and capabilities of clerical staff present, consulting with clerical staff as needed, in order to decide whether or not additional clerical staff should be called in.								
PERFORMANCE STANDARDS						TRAINING CONTENT		
<u>Descriptive:</u> . Manner is pleasant and courteous. . Decision is consistent with available data. <u>Numerical:</u> . Over X period of time, no more than X projects are delayed because of inadequate clerical staff. . Over X period of time no more than X instances of more clerical help than needed being obtained.						<u>Functional:</u> . How to elicit information from specific audience. . How to evaluate needs in relation to available resources. <u>Specific:</u> . Knowledge of what conditions indicate need to call more help. . Knowledge of what kinds of projects are going on/reaching the stage where clerical help might be necessary.		

Data	People	Things	Data	People	Things	Reas.	Math.	Lang.	TASK NO.
W.F. - LEVEL			W.F. - ORIENTATION			INSTR.	G. E. D.		
4	4A	1A	40%	55%	5%	5	1	4	S.E.1

GOAL:

OBJECTIVE:

TASK: Reviews case records, asks worker questions/discusses problems and possible solutions in case, suggests alternatives/ plans of action based on knowledge of human problems, available service resources, and the specific worker's capacity to provide services, in order to enable worker to explore alternative courses of action and make appropriate decision.

PERFORMANCE STANDARDS

Descriptive:

- .Supportive, non-coercive manner.
- .Allows worker reasonable discretion.
- .Exploration of alternatives was thorough and clear.
- .Advice/suggestions given are appropriate and timely.

Numerical:

- .Over a period of time, less than X% incidence of complaints about worker's manner.
- .Over a period of time, review of sample of case actions indicates X% appropriate decisions.

TRAINING CONTENT

Functional:

- .How to guide exploration of alternatives with specific audience.
- .How to define, sharpen, clarify procedures and standards.
- .How to analyze case information in relation to principles of human behavior and casework method.

Specific:

- .Knowledge of case situation.
- .Knowledge of available resources.
- .Knowledge of worker capabilities.

Data	People	Things	Data	People	Things	INSTR.	Reas.	Math.	Lang.	TASK-NO.
W.F. - LEVEL			W.F. - ORIENTATION							
4	4A	1A	30%	60%	10%	4	4	3	4	S.E.3
GOAL:						OBJECTIVE:				
TASK: In group conference, talks with/listens to/offers suggestions to workers about case recording (e.g., what kind of information to include, what to exclude, ways of condensing information) using own knowledge and experience, in order to help workers in recording case information.										
PERFORMANCE STANDARDS						TRAINING CONTENT				
<u>Descriptive:</u> .Offers suggestions/explanation clearly, completely. .Incorporates worker's suggestions when practical. .Manner is pleasant and courteous. <u>Numerical:</u> .Less than X% of workers complain justifiably about attitude of supervisor or that their suggestions are unreasonably overlooked. .Less than X% of case recordings continue to contain irrelevant or incomplete information.						<u>Functional:</u> .How to evaluate needs in relation to principles and criteria of case recording .How to convey information to specific audience. .How to elicit participation in discussion by particular group. <u>Specific:</u> .Knowledge of agency procedure for case recording. .Knowledge of purpose of recording. .Knowledge of what information is necessary for case record to be complete. .Knowledge of group/workers involved.				

Data	People	Things	Data	People	Things	INSTR.	Reas.	Matn.	Lang.	TASK-NO.
	W.F. - LEVEL		W.F. - ORIENTATION					G. E. D.		
3B	2	1A	50%	45%	5%	2	3	1	4	S.E.4

GOAL:

OBJECTIVE:

TASK:

Talks with worker about case conference, explaining and answering questions about reasons for conference, informing them of times available, and eliciting selection of one time for conference, in order to schedule case conference with worker.

PERFORMANCE STANDARDS

Descriptive:

- .Schedule is mutually satisfactory.
- .Explanation is thorough, accurate, and clear.
- .Manner is pleasant and courteous.

Numerical:

- .No conflicts in schedule.
- .No more than X number of workers miss appointment over X period of time because of misunderstood date/time.
- .No more than X complaints from workers that their schedule was not considered, or that they didn't understand reasons for or subject of conference.

TRAINING CONTENT

Functional:

- .How to present information to and elicit from specific audience.
- .How to reconcile two sets of requirements.

Specific:

- .Knowledge of purpose/reason for conference.
- .Knowledge of worker involved.

Data		People	Things	Data		People	Things	Data		People	Things	INSTR.	Reas.	Math.	Lang.	TASK-N.J.
W.F. - LEVEL				W.F. - ORIENTATION				W.F. - ORIENTATION								
4	4B	1A		40%	50%	10%		5	5	4	5					S.E.5

AL:

OBJECTIVE:

SK: Talks with workers/gives directions/answers questions about preparation of Federal estimates and expenditure reports, basing comments on a knowledge of government accounting procedure and individual worker's assignments, and capabilities, in order to increase the worker's understanding of the procedures.

PERFORMANCE STANDARDS

Descriptive:

- ..Explanations and directions are clear, complete, accurate and concise.
- Worker's manner is tactful, patient, understanding.
- ..Is alert and aware of the entire group's progress.

Numerical:

- ..No more than X worker complaints that directions were inaccurate or misleading.
- ..No more than X worker complaints of worker's methods or manner.

TRAINING CONTENT

Functional:

- ..How to communicate, relating explanation to the specific situation.
- ..Knowledge of government accounting procedures.

Specific:

- ..How to complete federal reports.
- ..Knowledge of staff responsibilities and capabilities.

Data	People	Things	Data	People	Things	Reas.	Math.	Lang.	TASK NO.
W.F. - LEVEL	W.F. - ORIENTATION	W.F. - ORIENTATION	W.F. - ORIENTATION	W.F. - ORIENTATION	W.F. - ORIENTATION	G. E. D.	G. E. D.	G. E. D.	G. E. D.
4	1A	1A	90%	5%	5%	5	4	3	4
									S.F.1

GOAL:

OBJECTIVE:

ASK: Evaluates/assesses specified task in relation to unit objectives, considering quality and quantity of worker action and result desired, using own knowledge and experience with the work situation, and techniques and requirements of FJA, in order to determine performance standards.

PERFORMANCE STANDARDS

Descriptive:

.Standards are thorough, realistic, and relevant to specific unit and task.

Numerical:

.Over X period of time, fewer than X workers or supervisors complain that standards do not reflect most important aspects of task performance and result.

TRAINING CONTENT

Functional:

.How to determine performance standards on basis of criteria and principles of FJA and constraints/resources of work situation.

Specific:

.Knowledge of work situation: conditions and equipment available.
.Knowledge of unit objectives, resources, and constraints.

Data	People	Things	Data	People	Things	INSTR.	Reas.	Math.	Lang.	TASK NO.
W.F. - LEVEL			W.F. -	ORIENTATION				G. E. D.		
4.	1A	1A	90%	5%	5%	3	4	3	4	S.F.2
GOAL: OBJECTIVE:										
TASK: Reviews and evaluates task performance information from records in relation to pre-defined performance standards, performs computations relevant to numerical performance standards, in order to determine whether performance standards have been met.										
PERFORMANCE STANDARDS						TRAINING CONTENT				
<u>Descriptive:</u> . Considers relevant information thoroughly. . Accurately interprets/calculates the information. . Completes task with reasonable speed. <u>Numerical:</u> . Over X period of time, less than X number of complaints of determinations being incomplete or inaccurate.						<u>Functional:</u> . How to evaluate performance information in relation to standards. . How to use FJA techniques and principles. <u>Specific:</u> . Knowledge of performance standards for tasks. . Knowledge of SOP for performance evaluation.				

Data	People	Things	Data	People	Things	INSTR.	Reas.	Math.	Lang.	TASK NO.
W.F. - LEVEL			W.F. - ORIENTATION							
4.	1A	1A	70%	10%	20%	3	4	3	4	S.F. 3
GOAL:						OBJECTIVE:				
TASK: Reviews/examines/evaluates sample of case records in relation to pre-defined descriptive and numerical standards for case recording, in order to determine whether standards have been met.										
PERFORMANCE STANDARDS						TRAINING CONTENT				
<u>Descriptive:</u> .Determination is consistent with available data. .Sufficient sample of cases used to enable inference of supportable generalizations. .Sample is examined thoroughly. <u>Numerical:</u> .Less than X% of workers complain that evaluation was based on too few cases or that determinations made were unsupportable.						<u>Functional:</u> .How to evaluate case recording in relation to performance standards. <u>Specific:</u> .Knowledge of pre-defined performance standards for case recording.				

Data	People	Things	Data	People	Things	INSTR.	Feas.	Math.	Lang.	TASK NO.
W.F. - LEVEL			W.F. - ORIENTATION			G. E. D.				
3B	2	1A	60%	30%	10%	3	4	3	4	S.F.4
GOAL:						OBJECTIVE:				
TASK: Observes worker's behavior and results of task performance, in terms of pre-defined performance standards, asking questions as needed to clarify or sharpen understanding using own knowledge of and experience with (FJA) interview techniques, and notes/records observations according to SOP, in order to obtain information needed to evaluate performance.										
PERFORMANCE STANDARDS						TRAINING CONTENT				
<u>Descriptive:</u> .Information obtained is accurate and adequate to evaluate performance. .Manner is pleasant, unobtrusive, courteous; and attentive. .Asks questions clearly and concisely.						<u>Functional:</u> .How to observe and describe performance according to criteria. .How to elicit information from specific audience.				
<u>Numerical:</u> .Less than X number of complaints of manner/attitude, or of inadequate or inaccurate information obtained.						<u>Specific:</u> .Knowledge of related performance standards. .Knowledge of SOP for conducting interview and observation and noting/recording information obtained.				

Data	People	Things	Data	People	Things	INSTR.	Reas.	Math.	Lang.	TASK NO.
W.F. - LEVEL			W.F. - ORIENTATION							
4.	4A	1A	60%	35%	5%	5	5	3	4	S.F.5
GOAL:						OBJECTIVE:				
TASK: Talks about/discusses specified employee's level of functioning and task performance recorded in performance records with other workers, asking/answering questions as needed for clarification and evaluates/assesses in relation to agency performance expectations and objectives, in order to work out recommendation for promotion, pay adjustment, dismissal of employee.										
PERFORMANCE STANDARDS						TRAINING CONTENT				
<u>Descriptive:</u> Thorough, realistic, honest and impartial in discussion. .Conclusions are consistent with given information. ..Sensitive to worker's needs and knowledge gaps; awareness of effects on agency's purpose, goals and objectives. .Communicates clearly.						<u>Functional:</u> .How to discuss worker performance with specific audience. .How to evaluate/assess performance data in relation to objectives and performance standards.				
<u>Numerical:</u> .Over X period of time, unit head/director finds less than X% of errors in worker's judgment. .No more than X justifiable complaints that action taken as a result of recommendation was inappropriate or unfair due to failure to consider all available data.						<u>Specific:</u> .Knowledge of agency SOP for evaluating performance and making recommendations. .Knowledge of other parties to discussion. .Knowledge of worker background and situation, and work conditions.				

Data	People	Things	Data	People	Things	INSTR.	Reas.	Math.	Lang.	TASK NO.
W.F. - LEVEL			W.F. - ORIENTATION			G. E. D.				
4.	5	1A	40%	50%	10%	5	5	3	4	S.F.6
GOAL:						OBJECTIVE:				
TASK: Asks worker questions about task he performs (worker's understanding of the standards, clarity of work assignment, functional and specific content training, aptitudes, capabilities, past and present work performance), listens to/observes worker's responses, in order to obtain information needed to determine cause of unacceptable/inadequate work performance for a particular task.										
PERFORMANCE STANDARDS						TRAINING CONTENT				
Descriptive: - Questions are thorough, clear, non-threatening, relevant. - Manner is courteous and pleasant. Numerical: - Less than X number of complaints of worker's manner. - No more than X% of interviews must be repeated due to worker's failure to obtain adequate relevant information.						Functional: - How to establish rapport with and elicit information from particular audience. - How to select from a mass of data on the basis of criteria and principles. Specific: - Knowledge of tasks of worker, related performance standards, and how they are applied. - Knowledge of worker situation and work conditions. - Knowledge of SOP for treating information.				

Data	People	Things	Data	People	Things	INSTR.	Reas.	Math.	Lang.	TASK NO.
W.F. - LEVEL			W.F. - ORIENTATION							
4	2	1A	50%	45%	5%	4	5	3	4	S.F.7
GOAL:						OBJECTIVE:				
TASK: Listens to/asks questions of client to clarify complaint about worker, and evaluates/assesses client complaint in relation to agency objectives and performance standards for workers, and own knowledge and experience with worker and situation in question, in order to determine whether or not complaint is valid.										
PERFORMANCE STANDARDS						TRAINING CONTENT				
<u>Descriptive:</u> .Obtains and considers sufficient information. .Questions are clear and pertinent. .Thorough, accurate interpretation. .Manner is pleasant and courteous. .Decision is consistent with available data. <u>Numerical:</u> .Less than X number of complaints of worker's manner. .Less than X number of justifiable complaints from workers or clients that decision was inappropriate due to failure to obtain and consider sufficient information, or that worker allowed bias to influence decision.						<u>Functional:</u> .How to elicit, clarify, and interpret information from specific audience. .How to evaluate information in relation to criteria, principles. <u>Specific:</u> .Knowledge of general conditions and situations of agency personnel and client population. .Knowledge of SOP for receiving and evaluating complaints. .Knowledge of client situation. .Knowledge of worker situation and assignment and work conditions.				

Data		People		Things		Data		People		Things		INSTR.		Reas.		Math.		Lang.		TASK NO.	
W.F. - LEVEL		W.F. - LEVEL		W.F. - ORIENTATION		W.F. - ORIENTATION		W.F. - ORIENTATION		W.F. - ORIENTATION		G. E. D.		G. E. D.		G. E. D.		S. F. 8		S. F. 8	
4	4B	1A	45%	45%	10%	5	5	4	4	4	4	4	4	4	4	4	4	4	4	4	4
GOAL: OBJECTIVE:																					
TASK: Explains and demonstrates how to perform specified task, following training plan, but gearing presentation to trainee capabilities and needs, asks and answers questions, encourages and supports trainees as they perform tasks, checking/evaluating performance in relation to standards specified and correcting as needed, in order to provide on-the-job training for specified tasks.																					
PERFORMANCE STANDARDS											TRAINING CONTENT										
<u>Descriptive:</u> Clear, thorough, and accurate explanations. .Tactful, warm, supportive, and non-coercive manner. <u>Numerical:</u> .Less than X number of complaints that explanations are not clear; or that information was not appropriate/sufficient. .Less than X number of complaints of worker's manner. .X% of trainees are able to perform task satisfactorily after training.											<u>Functional:</u> .How to explain and demonstrate specified skill to specific audience. .How to evaluate trainee performance in relation to standards/criteria. <u>Specific:</u> .Knowledge of agency performance standards and SOP for task performance. .Knowledge of training plan. .Knowledge of trainees' capabilities and needs. .How to perform specified task.										

Data	People	Things	Data	People	Things	INSTR.	Reas.	Math.	Lang.	TASK NO.
W.F. - LEVEL			W.F. - ORIENTATION					G. E. D.		
3B.	1A	- 1A	90%	5%	5%	3	4	3	4	S.F. 9
GOAL:						OBJECTIVE:				
TASK: Reads/reviews/studies newspapers, trade journals, and other professional publications, in order to gather information on innovations in the social welfare field.										
PERFORMANCE STANDARDS						TRAINING CONTENT				
<u>Descriptive:</u> Information collected is relevant, complete. <u>Numerical:</u> .. .No important information is overlooked.						<u>Functional:</u> .How to read: newspapers, manuals, trade journals, professional publications. <u>Specific:</u> .How to obtain materials.				

Data		People		Things		Data		People		Things		INSTR.		Reas.		Math.		Lang.		TASK NO.	
W.F. - LEVEL				W.F. - ORIENTATION																	
4	1A	-	1A	---	80%	10%	10%	5	5	3	4	S.F.11									
GOAL:												OBJECTIVE:									
TASK: Examines/evaluates/assesses administrative tools and procedures, staff, and physical facilities in relation to requirements of objectives, in order to determine/identify gaps in resources necessary to carry out objectives of particular division.																					
PERFORMANCE STANDARDS												TRAINING CONTENT									
<u>Descriptive:</u> .Evaluation is thorough, accurate, and performed within reasonable time. <u>Numerical:</u> .No objective is unmet because of failure in resource planning.												<u>Functional:</u> .How to evaluate resource information in relation to objectives. .How to use systems approach. <u>Specific:</u> .Knowledge of objectives and resources of agency.									

Data	People	Things	Data	People	Things	INSTR.	Reas.	Math.	Lang.	TASK NO.
W.F. - LEVEL			W.F. - ORIENTATION					G. E. D.		
4.	3B	1A	30%	65%	5%	4	4	3	4	S.F.13
GOAL: OBJECTIVE:										
TASK: Listens to, interprets, and verbally answers complaints, explaining, apologizing or defending agency/department/worker as necessary, in order to give others a better understanding of agency/department/worker and mollify the complainant.										
PERFORMANCE STANDARDS <u>Descriptive:</u> Displays good judgment and maturity. .Gives accurate information, is honest. .Does not disclose confidential information. .Refrains from directing/shifting blame to specific worker(s). <u>Numerical:</u> .X% of complainants are appeased in the verbal confrontations over X period of time. .Over X period of time, X% of complainers drop/withdraw their complaints. .Over X period of time, X% of complainers report worker's attitude and approach unfair/misleading/or insulting, or manner intimidating.						TRAINING CONTENT <u>Functional:</u> .How to communicate with specific audience in stress situations. <u>Specific:</u> .Knowledge of agency/department/worker SOP, purpose, goals, objectives, limitations, and performance. .Knowledge of client situation.				

Data	People	Things	Data	People	Things	INSTR.	Reas.	Math.	Lang.	TASK NO.
W.F. - LEVEL			W.F. - ORIENTATION			G. E. D.				
5B	7	1A	40%	55%	5%	5	5	3	5	S.F.14
GOAL:						OBJECTIVE:				
TASK: Converses with / advises / counsels workers who are having problems in job adjustment (tardiness, absenteeism, inter-personal problems and conflicts), listening to, reflecting worker's feelings, suggesting, and describing possible sources of problems and their implications, courses of action and resources open to deal with them, and merits of one strategy over another, in order to help the worker achieve a successful adjustment/resolution to problems he is having in the agency.										
PERFORMANCE STANDARDS						TRAINING CONTENT				
<u>Descriptive:</u> .Worker shows empathy, firmness, patience, persistence, sensitivity, stability in relationship to paraprofessional. .The advice and counsel is clear and is related to the paraprofessional's problem and feelings. .Worker is supportive, but does not enter into full-blown therapy or create conflict between paraprofessional and supervisor. <u>Numerical:</u> .X% of clients and employers report that worker is stable, supportive to worker and objective in reporting facts. .X% of paraprofessionals over X period of time are able to meet requirements of job. .X% of paraprofessionals report that workers manner is appropriate.						<u>Functional:</u> .How to draw out and help others understand problems/strengths. .How to give advice which meets stated problems and feelings. .Knowledge of work related problems / needs of paraprofessionals, and their possible solutions. .How to give support and encouragement. <u>Specific:</u> .Knowledge of local resources to help paraprofessional with related, deeper psychological problems. .Knowledge of worker and work situation.				

Data	People	Things	Data	People	Things	INSTR.	Reas.	Math.	Lang.	TASK NO.
W.F. - LEVEL			W.F. - ORIENTATION					G. E. D.		
3B	3A	1A	20%	75%	5%	3	3	1	3	S.F.15
OBJECTIVE:										

GOAL:

TASK: Talks with/listens to upset worker, assuages anger / soothes / quiets him, in order to allow worker to express problem and calm him.

PERFORMANCE STANDARDS	TRAINING CONTENT
<u>Descriptive:</u> Uses good judgment in dealing with workers. .Makes it easy for co-worker to express his problem. <u>Numerical:</u> .X% of co-workers report that worker was helpful to them.	<u>Functional:</u> .How to listen to/calm upset co-worker. <u>Specific:</u> .Knowledge of temperament, work habits, etc. of specific co-workers.

Data	People	Things	Data	People	Things	INSTR.	Reas.	Math.	Lang.	TASK NO.
W.F. - LEVEL			W.F. - ORIENTATION					G. E. D.		
4	4A	1A	35%	60%	5%	5	4	3	4	S.F.16

GOAL:

OBJECTIVE:

TASK: Explains/interprets project purpose/methodology/findings/requirements to staff in meeting, answers questions, exercising considerable discretion in approach and detail depending on attitudes and cooperation of staff and phrasing of project, in order to inform staff members about project progress.

PERFORMANCE STANDARDS

Descriptive:

- .Explanation/interpretation are clear, accurate, thorough.
- .Manner is courteous, patient.

Numerical:

- .Less than X% of complaints that attitude/manner not appropriate.
- .Less than X number of complaints that explanations/interpretations were unclear, inaccurate, or incomplete.

TRAINING CONTENT

Functional:

- .How to present/explain technical information to specific audience.
- .How to evaluate and select information on basis of interest/feedback.

Specific:

- .Knowledge of purpose, methods/findings, and requirements of project.
- .Knowledge of specific audience.

Data	People	Things	Data	People	Things	INSTR.	Reas.	Math.	Lang.	TASK NO.
W.F. - LEVEL			W.F. - ORIENTATION			G. E. D.				
4	5	1A	40%	55%	5%	4	3	4	S.F.17	
GOAL:						OBJECTIVE:				
TASK: Talks about/discusses the unit's work responsibilities with staff, exchanging relevant facts, listening to and reflecting feelings, giving praise which relates to worker needs and unit requirements, encouraging individual initiative and cooperation, in order to maintain unit staff morale.										
PERFORMANCE STANDARDS						TRAINING CONTENT				
<u>Descriptive:</u> Worker is encouraging, positive, supportive and articulate. . The unit staff are cooperative and satisfied with work situation.						<u>Functional:</u> . How to conduct staff meetings and conferences. . How to convey information and listen and recognize worker feelings. . How to stimulate worker self-development and cooperation.				
<u>Numerical:</u> . Fewer than X% of staff complain of worker's manner/approach/attitude. . Less than X complaints from workers that they are uncomfortable about work situation because staff morale is low due to failure of supervisor to provide encouragement.						<u>Specific:</u> . Knowledge of unit work responsibilities. . Knowledge of individual staff members.				

Data	People	Things	Data	People	Things	INSTR.	Reas.	Math.	Lang.	TASK NO.
W.F. - LEVEL			W.F. - ORIENTATION					G. E. D.		
4	2	1A	60%	30%	10%	4	4	3	4	S.F.19

GOAL:

OBJECTIVE:

TASK: Gathers information about performance of paraprofessionals and their status in the agency, asking questions of aides and other workers, and evaluates in relation to roles and performance requirements, in order to determine whether paraprofessionals feel accepted by and are integrated into the agency.

PERFORMANCE STANDARDS

Descriptive: . . .

- .Accurate, thorough, perceptive analysis of paraprofessional situation.
- .Manner is courteous and attentive.

Numerical:

- .X% of employers and trainers report approval of worker's manner.
- .Less than X% of paraprofessionals report inaccurate analysis of their situation.

TRAINING CONTENT

Functional:

- .How to evaluate performance data in relation to criteria principles.
- .Knowledge of work-related problems and needs of paraprofessionals in social welfare agency.
- .How to obtain/elicit information from specific audience.

Specific:

- .Knowledge of agency career advancement philosophy policy.
- .Knowledge of agency purpose and job assignments.

Data	People	Things	Data	People	Things	INSTR.	Reas.	Math.	Lang.	TASK NO.
W.F. - LEVEL			W.F. -	ORIENTATION				G. E. D.		
4	1A	1A	90%	5%	5%	5	5	3	4	S.F. 20

GOAL:

OBJECTIVE:

TASK: Reviews, analyzes, and evaluates sample of social work cases in relation to casework standards and own knowledge of human behavior, in order to determine whether the services provided are adequate and consistent with established policies and procedures.

PERFORMANCE STANDARDS	TRAINING CONTENT
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<u>Descriptive:</u> .Thorough analysis. .Makes accurate judgments. .Conclusions are consistent with given information. <u>Numerical:</u> .An X% sampling of total cases is reviewed each X period of time. .Over X period of time, unit head/director finds less than X% error in this worker's judgment/evaluation.	<u>Functional:</u> .How to analyze information in relation to theories and standards. .Knowledge of theories of human behavior and general casework standards. <u>Specific:</u> .Knowledge of agency programs, policies, and procedures, and casework standards. .Knowledge of typical problems of clients.
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Data		People		Things		Data		People		Things		Instr.		Reas.		Math.		Lang.		TASK NO.	
W.F. - LEVEL						W.F. - ORIENTATION						INSTR.				G. E. D.				S.G.1	
3B	4A	1A	45%	50%	5%	4	4	3	4	4	4	4	4	4	4	4	4	4	4	4	4
GOAL:																					
OBJECTIVE:																					
TASK: Talks about /discusses progress of the program with unit director, considering objectives, work performed, and suggested changes/modifications, answering questions as needed, in order to inform director of program status.																					
PERFORMANCE STANDARDS											TRAINING CONTENT										
<u>Descriptive:</u> Information is accurate and complete. .Presentation is clear, concise. <u>Numerical:</u> Over period of time less than X number of complaints because worker is not reporting or reports are vague, inaccurate, misleading, or incomplete.											<u>Functional:</u> .How to explain/present information to specific audience. <u>Specific:</u> .Knowledge of unit director. .Knowledge of program status, objectives, etc.										

Data	People	Things	Data	People	Things	INSTR.	Reas.	Math.	Lang.	TASK NO.
W.F. - LEVEL			W.F. - ORIENTATION					G. E. D.		
4	2	1A	80%	15%	5%	3	3	3	4	S.G.3
GOAL:						OBJECTIVE:				
TASK: Dictates/composes a report/letter/memo/etc. to stencgrapher, referring to notes and other sources of information as necessary, in order to provide report for typing.										
PERFORMANCE STANDARDS						TRAINING CONTENT				
<u>Descriptive:</u> Work choice is appropriate. .Manner is courteous, speech understandable. .Report/letter/memo is clear, concise, and complete.						<u>Functional:</u> .How to compose letters, reports, etc. .How to dictate to a stenographer.				
<u>Numerical:</u> .Over X period of time, fewer than X complaints about unclear, incomplete, or inaccurate statement in reports, etc. .Fewer than X number of complaints from stenographer that dictating speed or style makes transcription difficult.						<u>Specific:</u> .Knowledge of purpose of letter/report/memo/ etc. and the usual format, if any. .Knowledge of content requirements for composition of letter, report, etc. .Knowledge of stenographer capabilities.				

Data	People	Things	Data	People	Things	INSTR.	Reas.	Math.	Lang.	TASK NO.
W.F. - LEVEL			W.F. - ORIENTATION			G. E. D.				
4	1A	1A	90%	5%	5%	4	4	3	4	S.G.5
GOAL:						OBJECTIVE:				
TASK:						Reviews and evaluates output data on unit in relation in unit's objectives, and writes/composes report of findings, in order to prepare a report on progress toward achievement.				
PERFORMANCE STANDARDS						TRAINING CONTENT				
<u>Descriptive:</u> Thorough, accurate analysis of unit's operating condition. .Report is accurate, thorough, clear, concise, and relevant.						<u>Functional:</u> .How to analyze output data in relation to criteria. .How to write/compose report.				
<u>Numerical:</u> .No more than X complaints that report was vague, misleading, inaccurate, or incomplete.						<u>Specific:</u> .Knowledge of unit objective and goals. .Knowledge of how projects (action plans) relate to objectives and goals. .How to use evaluation criteria established.				

Data	People	Things	Data	People	Things	INSTR.	Reas.	Math.	Lang.	TASK NO.
W.F. - LEVEL			W.F. - ORIENTATION							
3B.	1A	1A	90%	5%	5%	3	3	3	4	S.H.1
GOAL:						OBJECTIVE:				
TASK: Reviews employee request for leave, taking into consideration current agency activity, record of leave taken, Merit System rules, and reason for request, in order to decide whether or not to approve request for leave.										
PERFORMANCE STANDARDS						TRAINING CONTENT				
<u>Descriptive:</u> Minimum disturbance to agency functions caused by staff on leave. .Objective: both employee and agency needs are considered.						<u>Functional:</u> .How to compare one set of data with several criteria.				
<u>Numerical:</u> .All requests are acted on within X time. .All leaves approved meet agency and Merit System rules. .Over X time no more than X employees complain about unfairly refused leaves.						<u>Specific:</u> .Knowledge of Merit System rules. .Knowledge of current agency activity. .Knowledge of leave taken by worker.				

Data	People	Things	Data	People	Things	INSTR.	Reas.	Math.	Lang.	TASK NO.
W.F.	-	LEVEL	W.F.	-	ORIENTATION			G. E. D.		
4	1A	1A	---90%	5	5%	4	4	3	4	S.I.1

GOAL:

OBJECTIVE:

TASK: Examines/evaluates worker's records, performance ratings, and adaptive behavior in relation to unit objectives and conditions, in order to determine whether to dismiss/demote/retrain worker who is not meeting standards.

PERFORMANCE STANDARDS

TRAINING CONTENT

Descriptive: . . .

- .The decision shows good judgment.
- .Decision is consistent with policy and data available.

Numerical:

- .No more than X decisions are reversed due to failure to consider all available data, or to bias.

Functional:

- .How to evaluate worker's performance and potential in relation to criteria, resources/constraints.
- .How to read: records, performance ratings.

Specific:

- .Knowledge of standards/criteria for dismissing or demoting employees.
- .Knowledge of employee: specific problems and potentials.
- .Knowledge of resources for retraining employees.

Data	People	Things	Data	People	Things	INSTR.	Reas.	Math.	Lang.	TASK NO.
W.F. - LEVEL			W.F. - ORIENTATION					G. E. D.		
4	2	1A	55%	40%	5%	3	3	1	4	S.I.2

OBJECTIVE:

TASK: Talks about/discusses his dismissal or demotion with subordinate, explaining reasons/answering questions/justifying decision, in order to inform worker and help him accept change in status.

PERFORMANCE STANDARDS	TRAINING CONTENT
<u>Descriptive:</u> Adequately and clearly explains the reasons for this action. .Courteous, tactful manner.	<u>Functional:</u> .How to present information to specific audience in stress situation. <u>Specific:</u> .Knowledge of worker situation. .Knowledge of reasons for decision.
<u>Numerical:</u> .Less than X% of co-workers complain that they do not know the reason for this action.	

Data	People	Things	Data	People	Things	INSTR.	Reas.	Math.	Lang.	TASK NO.
W.F. - LEVEL			W.F. - ORIENTATION							
4.	5	1A	50%	45%	5%	5	5	3	4	S.J.1
GOAL:						OBJECTIVE:				
TASK:						Examines/evaluates information on client's presented complaint in relation to written policy, procedures manual, precedents, and acts as intermediary between worker and client, asking questions and clarifying responses of worker and client in conference with them, in order to resolve and make disposition of client complaints.				
PERFORMANCE STANDARDS						TRAINING CONTENT				
<u>Descriptive:</u> Manner is pleasant, tactful, and attentive. .Questions are clear, pertinent, and objective. .Complaint is successfully clarified and resolved.						<u>Functional:</u> .How to evaluate information in relation to criteria. .How to present/elicit information from specific audience in stress situation.				
<u>Numerical:</u> .Less than X number of complaints of worker manner/attitude, or of unclear explanations. .In less than X% of cases mutual agreement on disposition is not reached.						<u>Specific:</u> .Knowledge of agency worker's roles, related performance standards and their applicability. .Knowledge of policies, procedures, precedents. .Knowledge of general background of complaint.				

W.I.N.

(W)

- A. Criteria/Procedure for Selection of Trainees
- B. Identification/Screening of Clients
- C. Selection/Referral to W.I.N
- D. Support Services for Trainees
- E. Counseling
- F. Administration/Management of Program

Data	People	Things	Data	People	Things	Reas.	Math.	Lang.	TASK NO.
W.F. - LEVEL			W.F. - ORIENTATION			INSTR.	G. E. D.		
5B	1A	1A	90%	5%	5%	4	4	3	5
W.A.1									
GOAL:									
OBJECTIVE:									
TASK: Examines/evaluates policy statements, regulations, and guidelines on work and training programs in relation to characteristics of client population, in order to develop criteria and procedures for selecting clients for WIN program.									
PERFORMANCE STANDARDS					TRAINING CONTENT				
<u>Descriptive:</u> .Criteria and procedures are clear, concise, complete, and feasible. .Procedures insure equitable selection of clients. <u>Numerical:</u> .Selection plan is drawn up and submitted to State Project Director X weeks before start of program. .Over period of time fewer than X number of complaints result from inconsistency, lack of clarity, or unfeasibility.					<u>Functional:</u> .How to analyze/evaluate information in relation to criteria and policy. .How to read: policy statements, etc. .How to formulate/design procedures to accommodate 2 sets of requirements. <u>Specific:</u> .Knowledge of Federal and State regulations pertaining to such a project. .Knowledge of agency capabilities, policies, and procedures. .Knowledge of client population.				

Data	People	Things	Data	People	Things	INSTR.	Reas.	Matn.	Lang.	TASK NO.
	W.F. - LEVEL		W.F. - ORIENTATION							
4	2	1A	45%	50%	5%	3	4	2	4	W.A.2

GOAL:

OBJECTIVE:

TASK:

Explains/describes provisions of the WIN program (allowances, incentives, and opportunities) and provisions of other work/training programs available to client, in relation to the situation, expectations, and responses of the client, in order to inform client of available training or employment programs.

PERFORMANCE STANDARDS

Descriptive:

- .Clear, complete, accurate information.
- .Warm, friendly, patient, non-coercive manner.
- .Descriptions are tailored to interests, needs, capacities of client.

Numerical:

- .Less than X number of complaints regarding inadequate/insufficient information/explanation, worker's manner, or relevance of information.

TRAINING CONTENT

Functional:

- .How to explain/relate material to specific audience.

Specific:

- .Knowledge of client's background and interests.
- .Knowledge of WIN and other work/training programs.

Data	People	Things	Data	People	Things	Reas.	Matn.	Lang.	TASK-P.O.
W.F.	LEVEL		W.F.	ORIENTATION		INSTR.	G. E. D.		
3B	2	1A	40%	55%	5%	3	1	4	W.A.3

GOAL:

OBJECTIVE:

TASK:

Describes/explains to client available training or employment programs, following checklist of pertinent information, in order to inform client of opportunities to obtain training or employment.

PERFORMANCE STANDARDS

Descriptive:

- .Clear, accurate explanation.
- .Warm, friendly, non-coercive manner.

Numerical:

- .Less than X number of complaints of worker's manner.
- .Less than X number of complaints that explanation was unclear or inaccurate.

TRAINING CONTENT

Functional:

- .How to describe/explain material to specific audience.

Specific:

- .How to use information checklist on local work/training programs.
- .Knowledge of client's situation.

Data		People		Things		Data		People		Things		Instr.		Reas.		Math.		Lang.		TASK-F.U.	
W.F. - LEVEL						W.F. - ORIENTATION															
4	1A	1A	1A	90%	5%	5%	5%	3	3	1	4	3	3	1	4	W.A.4					
GOAL:												OBJECTIVE:									
TASK: Examines/evaluates information about client being considered for WIN referral in relation to client's problems or limitations and criteria regarding illness, mental or physical incapacity, advanced age, extreme distance from training, present involvement in school or training, presence required in home because of illness or incapacity of household member, and availability of suitable child care, in order to determine whether to refer client to WIN Screening Committee.																					
PERFORMANCE STANDARDS												TRAINING CONTENT									
<u>Descriptive:</u> .Analysis of client situation is thorough, clear, and accurate. .Decision is consistent with available data. <u>Numerical:</u> .Less than X number of decisions to refer client to Screening Committee fail to conform to criteria.												<u>Functional:</u> .How to analyze case record data in relation to general criteria. <u>Specific:</u> .Knowledge of specific criteria for referral to WIN. .Knowledge of client's situation.									

Data	People	Things	Data	People	Things	Reas.	Math.	Lang.	TASK NO.
W.F. - LEVEL			W.F. - ORIENTATION				G. E. D.		
4	4A	1A	40%	55%	5%	4	5	3	4
									W.B.1

OBJECTIVE:

GOAL:

TASK:

Asks questions of client expressing interest in training or employment, discusses/clarifies client statements regarding his interests, goals, preferences, and situation, in relation to WIN program goals and criteria, in order to arrive at mutual agreement on whether client should enroll in WIN program.

PERFORMANCE STANDARDS

Descriptive:

- .Manner is responsive to individual situation; non-authoritarian; perceptive; patient.
- .Agreement is mutually satisfactory and appropriate to client situation.

Numerical:

- .Less than X% of complaints from clients of worker's manner.
- .Less than X% complaints that worker did not understand client's situation.
- .Agreement/understanding reached in X% of cases.

TRAINING CONTENT

Functional:

- .How to elicit and clarify information and feelings from specific audience.
- .How to relate/explain material to specific audience.

Specific:

- .Knowledge of local WIN program opportunities and criteria for participation.
- .Knowledge of client's situation.

Data		People		Things		Data		People		Things		Reas.		Math.		Lang.		TASK-P.O.		
W.F. - LEVEL						W.F. - ORIENTATION						INSTR.		G. E. D.						
4		3A		1A		40%		55%		5%		4		4		3		4		W.B.2
GOAL:										OBJECTIVE:										
TASK: Asks questions of client and listens to/reflects/clarifies responses about vocational interests and problems that client feels may preclude his entering training or employment, in order to increase client's interest/ability to enter WIN program.																				
PERFORMANCE STANDARDS										TRAINING CONTENT										
<u>Descriptive:</u> .Responses are consistent with client situation. .Warm, interested, non-coercive manner.										<u>Functional:</u> .How to elicit information and feelings from specific audience. .How to reflect/clarify client's description of situation/problems.										
<u>Numerical:</u> .Less than X number of complaints of worker's manner.										<u>Specific:</u> .Knowledge of local WIN program opportunities and limitation. .Knowledge of client situation.										

Data	People	Things	Data	People	Things	INSTR.	Reas.	Math.	Lang.	TASK-NO.
W.F. - LEVEL			W.F. - ORIENTATION				G. E. D.			
3B	2	1A	55%	40%	5%	3	3	3	3	W.B.3
GOAL:						OBJECTIVE:				
TASK: Asks questions of person to be referred to WIN, regarding health, family status, educational level, prior training or work experience, goals and interests, child care arrangements, transportation, suitable clothing, and other items which may affect eligibility for program, writing answers on WIN Referral Outline form, in order to obtain social data for evaluation by WIN Screening Committee.										
PERFORMANCE STANDARDS						TRAINING CONTENT				
<u>Descriptive:</u> .Warm, friendly manner. .Form is completed accurately, thoroughly, and legibly. <u>Numerical:</u> .Less than X% complaints of worker's manner/attitude/approach. .Less than X% complaints regarding lack of clarity or information. .Over a period of time, less than X% of forms returned as illegible/incomplete.						<u>Functional:</u> .How to ask questions from form of specific audience. .How to identify/record specified information from mass of data. <u>Specific:</u> .How to use WIN Referral Outline form.				

Data		People	Things	Data	People	Things	Reas.		Math.	Lang.	TASK · NO.
W.F. - LEVEL				W.F. - ORIENTATION			INSTR.	G. E. D.			
4	1	1	1	90%	5%	5%	4	3	3	4	W.B.4
GOAL:							OBJECTIVE:				
TASK:							Examines/evaluates information about individual from case records in relation to WIN selection criteria, noting gaps/inadequacies in the available data, in order to determine what, if any, additional medical and/or psychological data is needed.				
PERFORMANCE STANDARDS							TRAINING CONTENT				
<u>Descriptive:</u> .Analysis is comprehensive and accurate. .Decision is consistent with available data. <u>Numerical:</u> .Over X period of time, fewer than X% of individuals drop out of training because medical/psychological problems were overlooked.							<u>Functional:</u> .How to evaluate medical/psychological data in relation to criteria. .How to read: case record information, guidelines. <u>Specific:</u> .Knowledge of agency criteria for selection for WIN program. .How to obtain and find information in client record.				

Data	People	Things	Data	People	Things	INSTR.	Reas.	Matn.	Lang.	TASK-F.J.
W.F.	LEVEL		W.F.	ORIENTATION			G.	E.	D.	
4	1	1A	80%	10%	10%	4	4	3	4	W.B.5

GOAL:

OBJECTIVE:

TASK: Examines/evaluates personal and family situation of client (work history, health, dependents, etc.) in relation to WIN selection criteria and own knowledge and experience, in order to determine eligibility of client for WIN program.

PERFORMANCE STANDARDS

TRAINING CONTENT

Descriptive:

- .Analysis is clear, accurate, and complete.
- .Determination is consistent with available data.

Numerical:

- .Less than X number of complaints that analysis of the situation resulted in inappropriate referral to WIN, or refusal of services to eligible persons.

Functional:

- .How to evaluate information in relation to specified criteria.

Specific:

- .Knowledge of client's situation.
- .Knowledge of WIN eligibility criteria.

Data	People	Things	Data	People	Things	INSTR.	Reas.	Matn.	Lang.	TASK-P.O.
W.F. - LEVEL			W.F. - ORIENTATION				G. E. D.			
4	1	1A	80%	10%	10%	5	5	3	4	W.B.7

GOAL:

OBJECTIVE:

TASK: Evaluates situation of client requesting WIN referral, taking into account personal and family problems, in relation to own knowledge and experience with employment and training by persons in similar situations. and with similar characteristics, in order to determine whether or not to refer client to WIN.

PERFORMANCE STANDARDS

Descriptive:

- .Analysis is accurate and complete.
- .Decision is consistent with available data.

Numerical:

- .Less than X% of decisions are considered questionable by supervisor.

TRAINING CONTENT

Functional:

- .How to analyze individual problems and family situation in relation to criteria, theory, and principle.

Specific:

- .Knowledge of client situation.
- .Knowledge of WIN program.

Data	People	Things	Data	People	Things	INSTR.	Reas.	Matn.	Lang.	TASK NO.
W.F. - LEVEL			W.F. - ORIENTATION							
4	4A	1A	45%	50%	5%	4	4	1	4	W.B.8
GOAL:						OBJECTIVE:				
TASK:						Describes / discusses the options and provisions of WIN and other training programs with the client who expresses an interest in training, guiding the discussion, explaining and clarifying alternatives in relation to individual needs and situation, in order to recommend and assist client in deciding on training program.				
PERFORMANCE STANDARDS						TRAINING CONTENT				
<u>Descriptive:</u> .Information is accurate and thorough. .Explanations are clear, concise, unbiased, and relate to client's needs. .Worker is tactful, perceptive, and respects client's point of view.						<u>Functional:</u> .How to present/explain information and ideas to specific audience. .How to evaluate applicability of program to individual needs.				
<u>Numerical:</u> .Less than X number of complaints of worker's manner. .No more than X clients drop out of training selected as a result of inaccurate, unclear, or inappropriate information or explanation provided by worker.						<u>Specific:</u> .Knowledge of training resources and alternatives offered in the community. .Knowledge of client situation.				

Data	People	Things	Data	People	Things	INSTR.	Reas.	Math.	Lang.	TASK NO.
W.F.	LEVEL		W.F.	ORIENTATION			G.	E.	D.	
4	4A	1A	45%	50%	5%	4	4	1	4	W.B.9

GOAL:

OBJECTIVE:

TASK: Gives information, impressions, and recommendations based upon evaluation of the client and his situation, to WIN Screening Committee, answering questions as necessary, in order to provide information needed by Screening Committee.

PERFORMANCE STANDARDS

Descriptive:

- .Presentation is clear, comprehensive, accurate, and objective.
- .Worker is articulate, open, and perceptive.
- .Worker answers questions to group's satisfaction.

Numerical:

- .Less than X number of complaints from Screening Committee about worker's ability to answer questions satisfactorily.
- .Less than X number of complaints of lack of clarity or omissions of pertinent information.

TRAINING CONTENT

Functional:

- .How to present/relate/explain material to specific audience.

Specific:

- .Knowledge of client being considered.
- .Knowledge of agency policies and procedures for WIN Screening Committee meeting.
- .Knowledge of what kinds of information are needed by Screening Committee.

Data	People	Things	Data	People	Things	Reas.	Matn.	Lang.	TASK NO.
W.F. - LEVEL			W.F. - ORIENTATION				G. E. D.		
4	3A	1A	45%	50%	5%	4	1	4	W.B.10

GOAL:

OBJECTIVE:

TASK: Talks with client refused referral to WIN or other training resource; explains, answers questions about decision/listens to, comments on, expresses understanding of client's reactions, in order to inform client of decision and help him understand and accept it.

PERFORMANCE STANDARDS	TRAINING CONTENT
<u>Descriptive:</u> . Warm, responsive, understanding, non-cooperative manner. . Accurate explanation. <u>Numerical:</u> . Less than X% complaints from clients of worker's manner. . Less than X% complaints that explanations/information were inadequate or unclear.	<u>Functional:</u> . How to explain/relate decision to specific audience. . How to acknowledge feelings of disappointment and help person cope with them. <u>Specific:</u> . Knowledge of specific WIN requirements and selection criteria. . Knowledge of client's situation/problems.

Data	People	Things	Data	People	Things	Reas.	Math.	Lang.	TASK-PJ.
W.F. - LEVEL			W.F. - ORIENTATION			INSTR.	G. E. D.		
3A	1	1A	80%	5%	15%	2	3	3	W.B.11

OBJECTIVE:

GOAL:

TASK: Writes/fills in required information on WIN Referral Form, making necessary computations, according to SOP, from data in case records, in order to complete written referral to WIN Screening Committee.

PERFORMANCE STANDARDS

Descriptive:

.Form is filled out accurately, thoroughly, legibly, promptly.

Numerical:

.Less than X% forms returned because of inaccurate, incomplete, or illegible information.

TRAINING CONTENT

Functional:

.How to identify and transcribe information from one form to another.
.How to do math involving percentages, fractions, decimals.

Specific:

.How to complete WIN Referral Form.
.How to find information in case record.

Data	People	Things	Data	People	Things	Reas.	Math.	Lang.	TASK-NO.
W.F. - LEVEL			W.F. - ORIENTATION			INSTR.	G. E. D.		
3B	1A	1A	80%	10%	10%	2	2	3	W.C.1
GOAL:						OBJECTIVE:			
TASK: Reads/reviews completed WIN Referral Form, checking for completeness and accuracy of information, referring to guidelines as necessary, in order to determine whether form is completed and filled out according to SOP.									
PERFORMANCE STANDARDS						TRAINING CONTENT			
<u>Descriptive:</u> .Checks forms quickly, thoroughly, and accurately. .Forms are accurate and complete. <u>Numerical:</u> .Less than X% of forms are returned because information is incomplete or inaccurate.						<u>Functional:</u> .How to read: Referral Forms guidelines. .How to do math involving fractions. <u>Specific:</u> .Knowledge of the type and form of data required on the forms. .Knowledge of SOP for completing forms.			

Data	People	Things	Data	People	Things	INSTR.	Reas.	Math.	Lang.	TASK-NO.
W.F.	LEVEL		W.F.	ORIENTATION				G. E. D.		
4	4A	1A	40%	55%	5%	4	4	3	4	W.C.3

OBJECTIVE:

GOAL:

TASK: Discusses/clarifies with co-workers and staff from community agencies status and attitude of individual being considered for referral to employment/training, evaluating data from case records and from interview in relation to program requirements, in order to jointly determine if/where to refer client.

PERFORMANCE STANDARDS

Descriptive:

- .Data presented is accurate, complete, and relevant to discussion.
- .Worker can work out disagreements without a breakdown in working relationships.

Numerical:

- .Over X period supervisor receives no substantiated claims that worker is obstructive in the group discussions.
- .Over X period supervisor receives less than X number of complaints that worker's contributions are not helpful.

TRAINING CONTENT

Functional:

- .How to analyze client's situation in relation to selection criteria.
- .How to present/discuss information with specific audience.

Specific:

- .Knowledge of agency policy regarding referral to training or employment.
- .Knowledge of personnel from other agencies involved in discussion.
- .Knowledge of client situation.

Data	People	Things	Data	People	Things	Reas.	Math.	Lang.	TASK-F.O.
W.F. - LEVEL			W.F. - ORIENTATION			INSTR.	G. E. D.		
4	1	1	90%	5%	5%	4	3	4	W.C.4

OBJECTIVE:

TASK: Examines/evaluates data gathered about client during selection procedure in relation to available training programs and their requirements, in order to select a training program to recommend to client.

PERFORMANCE STANDARDS	TRAINING CONTENT
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Descriptive:

- .Evaluation is accurate and thorough.
- .Decision is supported by data.

Numerical:

- .Over X period of time, X% of recommendations are accepted by client.
- .Recommendation is made within X period of time.

Functional:

- .How to evaluate information in relation to needs and criteria.
- .How to read: case records, agency manuals and guidelines.

Specific:

- .Knowledge of training programs and their requirements.
- .Knowledge of client situation.

Data	People	Things	Data	People	Things	INSTR.	Reas.	Math.	Lang.	TASK-P.O.
W.F.	LEVEL		W.F.	ORIENTATION			G.	E.	D.	
2	2	1A	50%	45%	5%	2	2	1	3	W.C.5
GOAL:						OBJECTIVE:				
TASK: Tells client of his acceptance for training and/or services and date/time/place of WIN orientation appointment, in order to inform client of his acceptance and orientation appointient.										
PERFORMANCE STANDARDS						TRAINING CONTENT				
<u>Descriptive:</u> .Information is presented clearly and accurately .Manner is pleasant and courteous.						<u>Functional:</u> .How to present specified information to specific audience.				
<u>Numerical:</u> .Less than X number of complaints of worker's manner. .Less than X number of complaints of inadequate or unclear presentation.						<u>Specific:</u> .How to use guideline descriptions of WIN orientation arrangements and schedule. .Knowledge of SOP for informing client of acceptance and appointment. .Knowledge of specific information to be presented to client.				

Data	People	Things	Data	People	Things	Reas.	Math.	Lang.	TASK-P.O.
W.F. - LEVEL			W.F. - ORIENTATION			G. E. D.			
3B	3A	1A	40%	55%	5%	3	3	4	W.C.7
GOAL:						OBJECTIVE:			
TASK: Tells client of his mandatory referral to WIN, explains in a general way the provisions of the WIN Program (allowances, incentives, opportunities, requirements), adapting the discussion to the individual responses of the client, in order to inform client why he is required to participate in program and program provisions.									
PERFORMANCE STANDARDS						TRAINING CONTENT			
<u>Descriptive:</u> .Clear, accurate description of requirement to enroll in WIN. .Warm, friendly manner; responsive to individual situation. <u>Numerical:</u> .Less than X% complaints regarding inadequate/insufficient information/explanation. .Less than X% complaints regarding worker's manner.						<u>Functional:</u> .How to explain programs/procedures to specific audience. <u>Specific:</u> .Knowledge of SOP for informing clients of referral to WIN. .Knowledge of WIN Program.			

Data	People	Things	Data	People	Things	INSTR.	Reas.	Matn.	Lang.	TASK NO.
W.F. - LEVEL			W.F. -	ORIENTATION						
3B	2	1A	45%	50%	5%	3	3	2	3	W.D.1
GOAL: OBJECTIVE:										
TASK: Talks with client, asking questions regarding special needs/problems associated with training, recording/noting responses according to SOP, in order to obtain information about need for supportive services (day care, transportation, etc.)										
PERFORMANCE STANDARDS						TRAINING CONTENT				
<u>Descriptive:</u> .Information obtained is recorded completely and accurately. .Manner is pleasant and courteous. <u>Numerical:</u> .Less than X number of complaints of worker's manner. .Less than X complaints that information was recorded inaccurately or incompletely.						<u>Functional:</u> .How to elicit information from specific audience. .How to write: answers to questions. <u>Specific:</u> .Knowledge of SOP for questioning client or recording information.				

Data	People	Things	Data	People	Things	Reas.	Math.	Lang.	TASK NO.
W.F. - LEVEL			W.F. - ORIENTATION				G. E. D.		
4	1	1A	90%	5%	5%	4	3	4	W.D.2

OBJECTIVE:

GOAL:

TASK: Examines/evaluates information about client's special needs for supportive services in relation to resources of client, community, WIN program, and divisional policies, in order to determine what supportive services client needs and is eligible for.

PERFORMANCE STANDARDS

Descriptive:

- .Evaluation is thorough and accurate.
- .Determination is consistent with available data.

Numerical:

- .Less than X% complaints that worker's decision was not appropriate.
- .Less than X complaints from clients that they were denied or not informed of supportive services for which they were eligible due to inaccurate/incomplete evaluation by worker.

TRAINING CONTENT

Functional:

- .How to evaluate information in relation to criteria.

Specific:

- .Knowledge of agency and community resources and eligibility requirements.
- .Knowledge of client situation.

Data	People	Things	Data	People	Things	Reas.	Matn.	Lang.	TASK-N.O.
W.F. - LEVEL			W.F. - ORIENTATION			G. E. D.			
4	2	1A	45%	50%	5%	4	3	4	W.D.3

OBJECTIVE:

TASK: Asks questions about client resources and preferences regarding needs incidental to training, listens to/comments on client's responses, informs client of resources available through WIN, the Division, and the community, answering questions as needed, in order to inform client of services available to meet his needs.

PERFORMANCE STANDARDS

Descriptive:

- .Manner is pleasant and courteous.
- .Information/explanation/answers are complete and accurate.

Numerical:

- .Less than X number of complaints of worker's manner.
- .Less than X number of complaints of unclear explanation.
- .Less than X number of complaints that client was not informed of resources for which he was eligible.

TRAINING CONTENT

Functional:

- .How to present/elicit information and responses from specific audience.

Specific:

- .Knowledge of WIN, Division, and community resources and eligibility requirements.

Data	People	Things	Data	People	Things	INSTR.	Reas.	Math.	Lang.	TASK-NO.
W.F. - LEVEL			W.F. - ORIENTATION							
4	3A	1A	45%	50%	5%	3	3	1	4	W.D.4

OBJECTIVE:

GOAL:

TASK: Talks with client needing medical examination, asking questions about client's own doctor, suggests clinics/alternative resources as necessary, encouraging client to make appointment, in order to help client understand need and resources available for medical examination.

PERFORMANCE STANDARDS

Descriptive:

- .Warm, concerned, patient, tactful manner.
- .Information is accurate and complete, and presented clearly.

Numerical:

- .Less than X number of complaints of worker's manner.
- .Less than X number of complaints regarding lack of clarity, accuracy, or completeness of information.
- .X% of clients interviewed report worker was helpful to them.

TRAINING CONTENT

Functional:

- .How to present/explain information to and elicit responses from specific audience.
- .How to influence client in favor of specific action.

Specific:

- .Knowledge of client's circumstances/situation.
- .Knowledge of available clinics and other resources available, and SOP for obtaining services.

Data	People	Things	Data	People	Things	Reas.	Matn.	Lang.	TASK-NO.
W.F.	LEVEL		W.F.	ORIENTATION		G.	E.	D.	
3B	2	1A	45%	50%	5%	4	3	1	4
									W.D.6

OBJECTIVE:

GOAL:

TASK: Asks questions about child care needs/resources of client considered for referral to WIN; explains programs of Division and other resources, relating descriptions to client's situation, and discusses client's feelings and preferences for child care programs, in order to provide client with information needed to select child care services.

PERFORMANCE STANDARDS

Descriptive:

- .Warm, friendly manner.
- .Thorough, accurate information and explanation.

Numerical:

- .Less than X complaints from clients of inaccurate/incomplete information or explanation.
- .Less than X complaints of worker's manner.

TRAINING CONTENT

Functional:

- .How to present/explain information to specific audience.
- .How to elicit client's feelings and preferences.

Specific:

- .Knowledge of various child care programs and eligibility requirements.

Data	People	Things	Data	People	Things	INSTR.	Reas.	Math.	Lang.	TASK NO.
W.F. -	LEVEL		W.F. -	ORIENTATION			G. E. D.			
3B	2	1A	35%	60%	5%	3	3	1	4	W.D.7

GOAL:

OBJECTIVE:

TASK: Asks client questions about cost of available transportation to training site and his resources, listens to answers, and evaluates responses in relation to criteria for obtaining transportation allowance from agency, in order to decide if client is eligible for allowance.

PERFORMANCE STANDARDS

Descriptive:

- .Determination is consistent with available data.
- .Evaluation is complete and accurate.
- .Manner is pleasant and courteous.

Numerical:

- .Less than X% complaints of worker's manner.
- .Less than X% complaints of inadequate or unclear explanation regarding transportation allowances.
- .Less than X cases of eligible client not being informed of eligibility for allowance due to inaccurate or incomplete evaluation or faulty determination.

TRAINING CONTENT

Functional:

- .How to apply general criteria to specific situation.

Specific:

- .Knowledge of eligibility criteria for transportation allowance.
- .General knowledge of transportation resources in community.

Data	People	Things	Data	People	Things	INSTR.	Reas.	Matn.	Lang.	TASK-N.O.
W.F.	LEVEL		W.F.	ORIENTATION			G. E. D.			
3B	1	1A	80%	5%	15%	2	3	1	4	W.D.8
GOAL:						OBJECTIVE:				
TASK: Writes/composes letter requesting that Division purchase services or reimburse client for expenses incurred because of training, describing client's situation and listing needs resulting from training, in order to prepare letter of request for typing/mailing to Division.						TRAINING CONTENT				
PERFORMANCE STANDARDS						TRAINING CONTENT				
Descriptive: .Letter is clear and concise. .Information is accurate and complete. .Completes task with reasonable speed.						Functional: .How to write/compose business letters. .How to read: case information, agency guidelines.				
Numerical: .Less than X letters over X period of time are unclear or contain inaccurate, incomplete, or irrelevant information.						Specific: .Knowledge of agency SOP and guidelines for requesting reimbursements/purchases for client.				

Data	People	Things	Data	People	Things	Reas.	Math.	Lang.	TASK-N.O.
W.F. - LEVEL			W.F. - ORIENTATION			G. E. D.			
4	1A	1A	80%	10%	10%	4	1	4	W.E.1
GOAL:						OBJECTIVE:			
TASK: Examines/evaluates new data on client who has been rejected for training, assessing case record information in relation to WIN criteria, using own knowledge and experience, in order to decide whether to confirm or modify decision to reject client.									
PERFORMANCE STANDARDS						TRAINING CONTENT			
<u>Descriptive:</u> .Evaluation considers all available data. .Decision is consistent with data. .Makes decision within reasonable time. <u>Numerical:</u> .Decision is made within X time after refusal becomes known to worker. .No more than X complaints of inappropriate decision.						<u>Functional:</u> .How to evaluate data in relation to criteria. <u>Specific:</u> .Knowledge of WIN program criteria. .Knowledge of client situation.			

Data	People	Things	Data	People	Things	Reas.	Math.	Lang.	TASK-NO.
W.F. - LEVEL			W.F. - ORIENTATION			INSTR.	G. E. D.		
4	4A	1A	45%	50%	5%	5	1	4	W.E.2

GOAL:

OBJECTIVE:

TASK: Talks with/discusses recommendation that WIN referral not be made with client involved, describing/explaining alternative resources and relating their benefits to client's needs, responding to reactions and answering questions and arguments, in order to help client understand and accept reasons for recommendation and provide information about alternative resources.

PERFORMANCE STANDARDS

Descriptive:

- .Warm, empathic, non-coercive, patient manner.
- .Clear, accurate explanations and information.

Numerical:

- .Less than X% complaints of worker's manner.
- .Less than X% complaints that worker did not understand client's situation.
- .Less than X% complaints that explanations were inadequate.
- .X% of clients report that information and explanations were helpful to them.

TRAINING CONTENT

Functional:

- .How to present/relate information to specific audience.
- .How to respond to client's feelings of disappointment and anger.
- .How to select resources to meet needs.

Specific:

- .Knowledge of local job and training opportunities and their requirements.
- .Knowledge of client's situation.
- .Knowledge of reasons and criteria for recommendation.

Data	People	Things	Data	People	Things	INSTR.	Reas.	Math.	Lang.	TASK NO.
W.F. - LEVEL		W.F. - ORIENTATION		ORIENTATION						
4	1	1A	80%	10%	10%	4	4	3	4	W.E.3
GOAL:						OBJECTIVE:				
TASK: Examines/considers information about client's training, skills, and personal characteristics, in relation to own knowledge and experience with requirements of jobs in local market, in order to determine kind and extent of help client needs to secure employment.										
PERFORMANCE STANDARDS						TRAINING CONTENT				
<u>Descriptive:</u> .Accurate, thorough assessment. <u>Numerical:</u> .In less than X% of cases, help offered to client as result of evaluation is judged inappropriate.						<u>Functional:</u> .How to evaluate social and personal information in relation to criteria of job market. <u>Specific:</u> .Knowledge of local hiring requirements and conventions. .Knowledge of specific client's situation. .Knowledge of supportive services available.				

Data	People	Things	Things	Data	People	Things	INSTR.	Reas.	Math.	Lang.	TASK-NO.
W.F. - LEVEL				W.F. - ORIENTATION							
3B	3A	1A	50%	45%	5%	3	3	3	3	3	W.E.4

GOAL:

OBJECTIVE:

TASK: Scans/reviews job application completed by client, checking for appropriateness/accuracy of information, thoroughness, and neatness, and suggests improvements in relation to standards and instructions of hiring organization or industry, in order to insure that application is completed properly.

PERFORMANCE STANDARDS

Descriptive:

- .Warm, friendly, tactful, patient manner.
- .Suggestions are clear and appropriate.

Numerical:

- .Less than X% complaint regarding worker's manner/attitude.
- .In less than X% of cases, suitable application not completed.
- .In less than X% of cases, error made in entry of information.
- .In less than X% of cases, assistance was regarded as ineffective.

TRAINING CONTENT

Functional:

- .How to review form for completeness and accuracy.
- .How to coach client in filling out form.

Specific:

- .Local standards and instructions for job applications.
- .Knowledge of client's situation.

Data	People	Things	Data	People	Things	Reas.	Matn.	Lang.	TASK-NO.
W.F. - LEVEL			W.F. - ORIENTATION				G. E. D.		
4	3A	1A	40%	55%	5%	4	1	4	W.E.5

OBJECTIVE:

GOAL:

TASK: Asks questions about client actions and feelings, listens to/comments on/explains normality of responses such as tears and anxiety, encourages/expresses confidence in client abilities, in order to help client overcome anxieties about job seeking or entering employment.

PERFORMANCE STANDARDS

Descriptive:

.Warm, empathic, patient manner.

Numerical:

.Less than X% complaint of worker's manner.
 .Less than X% complaint that worker did not understand client's situation.

TRAINING CONTENT

Functional:

.How to elicit client's feelings.
 .How to counsel clients who are fearful and anxious.

Specific:

.Knowledge of client's situation.

Data	People	Things	Data	People	Things	Reas.	Matn.	Lang.	TASK NO.
W.F. - LEVEL			W.F. - ORIENTATION						
3B	3A	1A	35%	60%	5%	3	1	4	W.E.6

GOAL:

OBJECTIVE:

TASK:

Suggests/explains to client reasons for making favorable appearance and specific areas in which he needs improvement to conform to local standards/expectations, in order that client makes job applications appropriately dressed and groomed.

PERFORMANCE STANDARDS

Descriptive:

- .Information given client is complete, accurate, and clear.
- .Appropriate approach/manner/attitude.

Numerical:

- .In less than X% of cases, prospective employers report inappropriate dress and grooming as a result of inaccurate, incomplete, or unclear information provided by worker.
- .Less than X% complaints of worker's manner.

TRAINING CONTENT

Functional:

- .How to explain grooming standards to client applying for job.
- .How to persuade client to meet appropriate grooming and dress standards.

Specific:

- .Knowledge of client's situation.
- .Knowledge of local grooming and dress standards.

Data	People	Things	Things	Data	People	Things	INSTR.	Reas.	Math.	Lang.	TASK NO.
W.F. - LEVEL			W.F. - ORIENTATION			G. E. D.					
4	3A	1A		45%	50%	5%	3	3	1	4	W.E.7
GOAL:							OBJECTIVE:				
TASK: Asks client questions about plans for job applications, suggesting where persons with his skills should apply, using own knowledge and experience of local job market, explains need for perseverance and broad area for search, in order to provide client with suggestions and information for looking for jobs.											
PERFORMANCE STANDARDS							TRAINING CONTENT				
<u>Descriptive:</u> .Warm, friendly, helpful, concerned, interested, non-coercive manner/attitude. .Clear, thorough explanations. .Persuasive manner. <u>Numerical:</u> .Less than X% complaint of worker's attitude/manner. .X% of clients report information provided by worker was helpful to them.							<u>Functional:</u> .How to analyze client's training and experience in relation to job requirements. .How to elicit information from client. .How to explain procedures to specific audience. <u>Specific:</u> .Knowledge of client's background and local hiring requirements and procedures. .Knowledge of local job market.				

Data	People	Things	Data	People	Things	Reas.	Math.	Lang.	TASK NO.
W.F. - LEVEL			W.F. - ORIENTATION				G. E. D.		
3B	1	1A	80%	10%	10%	4	1	4	W.E. 8
GOAL:					OBJECTIVE:				
TASK:					Reads/reviews information regarding client's problem(s) in WIN training, as described on written reports by WIN staff and notes of interviews with client, in order to obtain/select information necessary to plan counseling for client suspended from WIN.				
PERFORMANCE STANDARDS					TRAINING CONTENT				
<u>Descriptive:</u> .Review is thorough. .Counseling plan based on information is feasible and appropriate. <u>Numerical:</u> .In less than X% of cases, course of action taken adjudged inappropriate for client and situation due to inaccurate or incomplete review.					<u>Functional:</u> .How to select information from a mass of data on the basis of criteria. <u>Specific:</u> .Knowledge of policies and procedures of program. .How to locate/obtain information.				

Data	People	Things	Data	People	Things	Reas.	Math.	Lang.	TASK NO.
W.F. - LEVEL			W.F. - ORIENTATION			G. E. D.			
5A	7	1A	40%	55%	5%	5	3	4	W.E.10
GOAL:						OBJECTIVE:			
TASK: Advises/counsels clients who are having problems in jobs or training adjustment, (tardiness, absenteeism, interpersonal problems, and conflicts), listening to/ reflecting feelings, suggesting possible changes in problem. behavior patterns, describing possible courses of action, resources open to deal with them, and merits of one strategy over another, in order to help client achieve an adjustment/resolution to problems experienced in training or employment.									
PERFORMANCE STANDARDS						TRAINING CONTENT			
<u>Descriptive:</u> .Worker shows empathy, firmness, patience, persistence, sensitivity, stability in relationship to client. .The advice and counsel is clear and is related to the client's problems and feelings. <u>Numerical:</u> .X% of clients and employers report that worker is stable, supportive to client, and objective in reporting facts. .X% of clients report that advice and counsel was helpful.						<u>Functional:</u> .How to draw out and help others understand problems/strengths. .How to give advice which meets stated problems and feelings, according to principles and theories. .How to give support and encouragement. <u>Specific:</u> .Knowledge of work-related problems/needs of trainee, and their possible solutions.			

Data	People	Things	Data	People	Things	Reas.	Math.	Lang.	TASK NO.
W.F. - LEVEL			W.F. - ORIENTATION				G. E. D.		
4	3A	1A	35%	60%	5%	3	4	1	4
					W.E.11				
GOAL:					OBJECTIVE:				
TASK:					Asks client questions about progress in coping with problems, observes reactions, listens to answers/comments, and gives suggestions, in order to encourage and assist client in carrying out plan for resolving problems.				
PERFORMANCE STANDARDS					TRAINING CONTENT				
<u>Descriptive:</u> .Warm, concerned, non-coercive, patient, tactful manner. .Suggestions are appropriate and realistic.					<u>Functional:</u> .How to elicit reaction/information from specific audience. .How to encourage and support client in carrying out program.				
<u>Numerical:</u> .Less than X% complaints of worker's manner. .Less than X% complaints from client that comments/suggestions were not helpful.					<u>Specific:</u> .Knowledge of client's situation. .Knowledge of plan for resolving problems.				

Data	People	Things	Data	People	Things	Reas.	Math.	Lang.	TASK-N.O.
W.F.	LEVEL		W.F.	ORIENTATION		G. E. D.			
4	3A	1A	40%	55%	5%	5	3	4	W.E.12

GOAL:

OBJECTIVE:

TASK:

Talks to/converses with individual in training about problems in training (tardiness, absenteeism, interpersonal conflicts) caused by lack of support services (day-care, transportation) explaining/emphasizing possible consequences of problem and describing/explaining resources available for solving it, and elicits selection of resource by client, in order to help client work out a resolution of problem.

PERFORMANCE STANDARDS

Descriptive:

- .Worker is not threatening, punitive, or coercive.
- .Worker is positive, firm, and accurate in outlining possible consequences.
- .Worker develops stable, empathic relationship with client.

Numerical:

- .Over X period of time X% of individuals counseled resolve problems and complete training.
- .Less than X% of individuals complain that worker is abrupt or punitive.

TRAINING CONTENT

Functional:

- .How to explain/present/relate information to specific audience according to principles and theory.
- .Knowledge of general attitudes of unemployed persons.

Specific:

- .Knowledge of policy regarding persons who terminate training.
- .Knowledge of community resources in day care, transportation, counseling.
- .Knowledge of client's situation.

Data		People	Things	Data	People	Things	INSTR.	Reas.	Math.	Lang.	TASK-F.U.
W.F. -- LEVEL				W.F. --	ORIENTATION						
4	4A	1A		40%	55%	5%	5	5	3	4	W.E.13

GOAL:

OBJECTIVE:

TASK: Discusses with/advises co-workers and staff from training agency about problems which keep an individual from completing a determination, referral, or training plan, considering similar cases, literature in the field, and own knowledge and experience, in order to recommend alternatives for resolving problem.

PERFORMANCE STANDARDS

Descriptive:

- .Worker presents data and/or opinion objectively and accurately.
- .Worker is courteous and open to suggestions and criticisms of others.

Numerical:

- .Over X period of time co-workers express opinion that worker's input is helpful and constructive.

TRAINING CONTENT

Functional:

- .How to relate general information to specific situation.
- .How to present opinion/information to specific audience.

Specific:

- .Knowledge of goals and limitations of training and service agencies in community.
- .Knowledge of common problems and relevant agency policy.
- .Knowledge of individual situation.

Data	People	Things	Data	People	Things	INSTR.	Reas.	Math.	Lang.	TASK-NJ.
W.F.	LEVEL		W.F.	ORIENTATION				G. E. D.		
2	1A	1A	80%	5%	15%	2	2	3	3	W.F.I.
GOAL:						OBJECTIVE:				
TASK: Enters daily mileage amount and beginning date for WIN training enrollee on Action Form from information supplied by client in case record, and routes through office distribution channels, in order to notify Assistance Payments section of payment due WIN trainee for transportation.										
PERFORMANCE STANDARDS						TRAINING CONTENT				
<u>Descriptive:</u> .Accurate, prompt, thorough completion of form. .Legible writing. <u>Numerical:</u> .In less than X% of cases, fails to complete Form and route within required time allotted. .Less than X% of Action Forms returned because of illegible/insufficient/incorrect information.						<u>Functional:</u> .How to write information on form. <u>Specific:</u> .How to locate and use case records. .How to fill out Action Form. .Knowledge of office routing procedure.				

Data		People		Things		Data		People		Things		Reas.		Math.		Lang.		TASK-N.O.	
W.F. - LEVEL		LEVEL		LEVEL		W.F. - ORIENTATION		W.F. - ORIENTATION		ORIENTATION		G. E. D.		G. E. D.		Lang.		TASK-N.O.	
2	1A	1A	1A	80%	5%	15%	2	2	1	2	2	2	1	2	2	2	2	2	W.F.2
GOAL:										OBJECTIVE:									
TASK: Enters/writes monthly travel allowance amount on Authorization and Information Form(s), signs and marks approval, in order to authorize allowance to be given to WIN trainee.																			
PERFORMANCE STANDARDS										TRAINING CONTENT									
<u>Descriptive:</u> .Accurate, prompt, thorough completion of form. .Legible writing. <u>Numerical:</u> .Less than X% error in entering information. .In less than X% of instances, fails to complete form within allotted time.										<u>Functional:</u> .How to copy information from one form to another. <u>Specific:</u> .Knowledge of SOP for completing forms.									

Data		People		Things		Data		People		Things		Instr.		Reas.		Math.		Lang.		TASK NO.	
W.F. - LEVEL						W.F. - ORIENTATION								G. E. D.							
3A	1A	1A				80%		5%		15%		2		2		3		3			W.F. 3
GOAL:																					
TASK: Calculates/computes mileage to be traveled by client from data supplied on Action Form as to distance and number of days, according to schedule, following SOP, in order to determine travel allowance to be given to WIN trainee.																					
PERFORMANCE STANDARDS											TRAINING CONTENT										
<u>Descriptive:</u> .Accurate, thorough, prompt completion of form. <u>Numerical:</u> .Less than X% error in computation.											<u>Functional:</u> .How to compute: decimals, percentages, fractions. <u>Specific:</u> .Knowledge of SOP for computing travel allowances.										

Data	People	Things	Data	People	Things	INSTR.	Reas.	Matn.	Lang.	TASK-NO.
W.F. - LEVEL			W.F. - ORIENTATION			G. E. D.				
3A	1A	1A	80%	5%	15%	3	2	3	2	W.F.4
GOAL:						OBJECTIVE:				
TASK:						Calculates/computes distance traveled, notes number of days of training missed, and computes amount to be subtracted from regular client transportation allowance, in order to figure the amount of adjustment to be made for a given month for a particular WIN Trainee.				
PERFORMANCE STANDARDS						TRAINING CONTENT				
<u>Descriptive:</u> .Accurate, thorough completion of computation.						<u>Functional:</u> .How to compute: percentages, decimals, fractions.				
<u>Numerical:</u> .Less than X% of errors in computation.						<u>Specific:</u> .Knowledge of location of files, lists, records, reports, manuals, and other pertinent information. .Simple instructions on purpose of procedure. .Related performance standards. .Knowledge of SOP for computing adjustments to travel allowance.				

DIRECT SERVICES

(D)

- A. Interviewing
- B. Translating/Bilingual
- C. Coaching
- D. Referral
- E. Home Management
- F. Reporting/Recording

Data	People	Things	Data	People	Things	Reas.	Math.	Lang.
W.F. - LEVEL			W.F. - ORIENTATION			G. E. D.		
3B	3A	1A	45%	50%	5%	3	3	3
						D.A.1		

GOAL:

OBJECTIVE:

TASK: Asks/reads questions to client, explains meaning of items, suggests answers, encourages client, in order to help client complete particular agency questionnaire.

PERFORMANCE STANDARDS	TRAINING CONTENT
<u>Descriptive:</u> . Questionnaire is completed accurately and thoroughly. . Questions, explanations are clear, concise and thorough. . Manner is pleasant, tactful. <u>Numerical:</u> . In less than x% of cases, complete information is not obtained. . Less than x% complaint of inaccurate information. . Less than x number of complaints of worker's manner. . Less than x% complaints regarding unclear information/explanations provided. . Less than x% of questionnaires obtained are incomplete or contain inaccuracies.	<u>Functional:</u> . How to communicate in language client will understand. . How to identify/select relevant information from a mass of data. <u>Specific:</u> . Familiarity with questionnaire, information required. . Knowledge of client population.

Data	People	Things	Data	People	Things	INSTR.	Reas.	Math.	Lang.	TASK NO.
W.F.	--	LEVEL	W.F.	--	ORIENTATION			G. E. D.		
2	2	1A	50%	40%	10%	2	2	3	?	D.A.2

GOAL:

OBJECTIVE:

TASK: Asks client specified questions from application form, listens to and records answers on form according to agency SOP, using pen/pencil, referring to manual eligibility guidelines, in order to complete application form.

PERFORMANCE STANDARDS

Descriptive:

- . Forms are complete, accurate, and legible.
- . Manner is pleasant, courteous and sensitive.
- . Speaks clearly and easily understood by client.

Numerical:

- . Less than x% of application forms are incomplete or contain errors.
- . Less than x% clients complain of worker's behavior.

TRAINING CONTENT

Functional:

- . How to communicate: ask questions, elicit response from specific audience.
- . How to transcribe information on forms.

Specific:

- . Knowledge of agency application form.
- . Knowledge of where supplies are stored (pen, pencil, form).
- . Knowledge of information required.

Data	People	Things	Data	People	Things	INSTR.	Reas.	Math.	Lang.	TASK NO.
W.F.	-	LEVEL	W.F.	-	ORIENTATION			G. E. D.		
3B	2	1A	45%	50%	5%	2	2	1	4	D.A.3

GOAL:

OBJECTIVE:

TASK: Talks with applicant, describing Division services, showing list in outreach brochure, and answering specific questions, in order to provide general information about agency services.

PERFORMANCE STANDARDS	TRAINING CONTENT
<u>Descriptive:</u> . Explanations are clear, accurate, concise, and thorough. . Worker shows patience and interest in client. . Worker explains services with reasonable speed. <u>Numerical:</u> . Less than x% of clients complain of unclear or inadequate information. . Less than x% of clients complain of worker's manner.	<u>Functional:</u> . How to convey information to a specific audience and answer questions about services. . How to identify/select information from several sources. <u>Specific:</u> . Knowledge of information and format of outreach brochure. . Knowledge of agency services.

Data	People	Things	Data	People	Things	INSTR.	Reas.	Math.	Lang.	TASK NO.
W.F. - LEVEL			W.F. - ORIENTATION							
3B	3A	1A	45%	50%	5%	3	3	1	4	D.A.4
GOAL:						OBJECTIVE:				
TASK: Talks with/asks questions of/listens to/answers questions of client concerning agency and community services, in order to explore client's interest in using these services.										
PERFORMANCE STANDARDS						TRAINING CONTENT				
<u>Descriptive:</u> - Explanation is clear and accurate. - Relates to client in warm/positive way, showing respect and concern. <u>Numerical:</u> - Less than x% of clients complain about worker's lack of respect, etc. - Less than x% of clients complain that information was inaccurate or misleading.						<u>Functional:</u> - How to explain information to specific audience. - How to select relevant information from a mass of data. <u>Specific:</u> - Knowledge of community and Agency services: resources for ascertaining. - Knowledge of client population.				

Data	People	Things	Data	People	Things	INSTR.	Reas.	Math.	Lang.	TASK NO.
W.F.	LEVEL		W.F.	-	ORIENTATION			G. E. D.		
3B	3A	1A	45%	50%	5%	3	3	1	4	D.A.5
GOAL:						OBJECTIVE:				
TASK:						Talks with client, explains/answers questions concerning procedures used (e.g., what to expect) when applying for assistance/being treated at clinic/etc., in order to prepare/reassure and reduce anxiety of client using resources.				
PERFORMANCE STANDARDS						TRAINING CONTENT				
<u>Descriptive:</u> - Warm, concerned manner. - Explanations are clear and accurate. <u>Numerical:</u> - Less than x% of clients complain about worker's manner/attitude. - Less than x number of clients complain that explanation was inaccurate or misleading.						<u>Functional:</u> - How to convey information to specific audience. - How to identify/select relevant information from a mass of data. <u>Specific:</u> - Knowledge of procedures clients use to receive services in agency and community. - Knowledge of client: how best to reassure, what services he is using, sources of any anxieties.				

Data		People		Things		Data		People		Things		INSTR.		Reas.		Math.		Lang.		TASK NO.	
W.F. - LEVEL				W.F. - ORIENTATION																	
4	4	1A	45%	50%	5%	4	4	4	3	4	4	4	4	4	4	4	4	4	4	4	4
GOAL:																					
OBJECTIVE:																					
TASK: Talks with client regarding use of agency and community services, asking questions regarding needs, etc., providing information about specific programs and procedures for which he may be eligible, advising as to course of action and how to apply, and making needed arrangements if necessary, in order to encourage/enable client to use available service to resolve specific problems.																					
PERFORMANCE STANDARDS												TRAINING CONTENT									
<u>Descriptive:</u> - Recommendation or application is appropriate. - Worker is understanding of problems, sensitive to anxieties, and persuasive. - Information is clear, accurate, thorough. <u>Numerical:</u> - X% of clients report worker was helpful, supportive, and working in their behalf. - Less than x% of clients are found ineligible for service applied for as result of interview.												<u>Functional:</u> - How to encourage, support, and build self-confidence of client. - How to convey information clients need to follow plan. - How to listen to and interpret client's expression of feelings. - How to select a course of action from a number of alternatives. <u>Specific:</u> - Knowledge of available agency and community services; procedure for obtaining, and eligibility requirements. - Knowledge of client population; needs and problems.									

Data	People	Things	Data	People	Things	INSTR.	Reas.	Math.	Lang.	TASK NO.
W.F. - LEVEL			W.F. - ORIENTATION					G. E. D.		
3B	2	1A	46%	55%	5%	3	3	1	3	D.A.7
GOAL:						OBJECTIVE:				
TASK: Talks with client/gives information about supportive services (transportation, baby-sitting, escort, etc.), in order to assist client in following through on referral to training.										
PERFORMANCE STANDARDS						TRAINING CONTENT				
<u>Descriptive:</u> - Warm, concerned manner. - Information is clear, accurate.						<u>Functional:</u> How to communicate, relating general information to the specific situation.				
<u>Numerical:</u> - Less than x% complain of inaccurate or inadequate explanation. - Less than x number of clients fail to attend because of worker's failure to inform them of supportive services through x number of training sessions.						<u>Specific:</u> - Knowledge of available supportive services; eligibility requirements, procedures for obtaining. - Knowledge of needs of client.				

Data	People	Things	Data	People	Things	Reas.	Math.	Lang.	TASK NO.
W.F. - LEVEL			W.F. - ORIENTATION			G. E. D.			
3B	2	1A	45%	50%	5%	3	1	3	D.A. 8

GOAL:

OBJECTIVE:

TASK: Talks with client, explaining agency procedures, arrangements which must be made, and his responsibilities regarding same, using own knowledge of agency procedures and resources as necessary, in order to inform client of steps necessary to gain agency services.

PERFORMANCE STANDARDS

Descriptive:

- . Clear, accurate, thorough explanations.
- . Concerned manner.
- . Is non-coercive, tactful.

Numerical:

- . Less than x% complaints of worker's manner or unclear explanations.

TRAINING CONTENT

Functional:

- . How to communicate; explain general information as it relates to a specific situation.
- . How to identify/select information from a mass of data.

Specific:

- . Knowledge of agency procedures for obtaining services, resources for ascertaining.
- . Knowledge of client's responsibilities for making arrangements.
- . Knowledge of client's situation.

Data	People	Things	Data	People	Things	INSTR.	Reas.	Math.	Lang.	TASK NO.
W.F.	-	LEVEL	W.F.	-	ORIENTATION			G. E. D.		
3B	2	1A	45%	50%	5%	3	3	1	3	D.A.9

GOAL:

OBJECTIVE:

TASK: Talks with/listens to /answers questions of client regarding his rights to assistance under agency policy, following guidelines, in order to inform client of his rights to assistance.

PERFORMANCE STANDARDS

Descriptive:

- . Rights are explained accurately in clear, simple terms to each client.
- . Communication conveys respect for client.

Numerical:

- . Less than x% of clients complain they do not know their rights.
- . Less than x% of clients are unable to name their rights.
- . Less than x number of clients complain of worker's manner.
- . Less than x number of inappropriate applications for assistance are made by clients per x number of contacts.

TRAINING CONTENT

Functional:

- . How to explain client's rights to specific audience.

Specific:

- . Knowledge of agency policy and guidelines regarding rights of clients.
- . Knowledge of client population.

Data	People	Things	Data	People	Things	INSTR.	Reas.	Math.	Lang.	TASK NO.
W.F.	LEVEL		W.F.	- ORIENTATION				G. E. D.		
3B.	3B	1A	45%	50%	5%	3	3	1	4	D.A.10
GOAL:						OBJECTIVE:				

TASK: Explains agency need for client to obtain specific information from collateral sources, answering/asking questions and explaining consequences/alternatives as necessary in order to provide necessary information for client to decide whether or not to sign a release form.

PERFORMANCE STANDARDS	TRAINING CONTENT
<u>Descriptive:</u> - Explanation is clear, accurate, thorough. - Manner is tactful, not overbearing. <u>Numerical:</u> - Less than x failures to obtain consent forms due to offensive manner or unclear, inaccurate, or incomplete answers to questions. - Less than x number of complaints from client concerning worker's manner per x number of releases signed.	<u>Functional:</u> - How to communicate: explain/relate information to a specific audience. <u>Specific:</u> - Knowledge of reason for consent form and when required. - Knowledge of client.

Data	People	Things	Data	People	Things	INSTR.	Reas.	Math.	Lang.	TASK NO.
W.F. - LEVEL			W.F. -	ORIENTATION				G. E. D.		
3B	2	1A	45%	50%	5%	3	3	1	3	D.A.11

GOAL:

OBJECTIVE:

TASK: Talks with/explains to client agency policy regarding her responsibility to make efforts to locate father of children and secure support, in order to provide data necessary for client to meet specified requirements.

PERFORMANCE STANDARDS

Descriptive:

- . Explanation is clear, accurate, thorough.
- . Conveys respect/concern for client.

Numerical:

- . Less than x% of clients report they did not understand policy/ their responsibility as explained by worker.
- . No more than x% of clients complain of worker's manner.

TRAINING CONTENT

Functional:

- . How to explain policy to specific audience.
- . How to convey respect/concern for client

Specific:

- . Knowledge of importance of implementing this task in non-punitive way.
- . Knowledge of agency policy: eligibility requirements, and responsibility of client.

Data	People	Things	Data	People	Things	INSTR.	Reas.	Math.	Lang.	TASK NO.
W.F.	--	LEVEL	W.F.	--	ORIENTATION			G. E. D.		
3B	3A	1A	---40%	50%	10%	3	3	1	3	D.A.12

GOAL:

TASK: Talks to client, explaining the need to verify eligibility items, advising where information can be obtained, and giving forms to be completed by collateral sources, in order to provide information necessary for client to establish eligibility.

PERFORMANCE STANDARDS

Descriptive:

- . Gives clear, accurate, thorough explanations/suggestions.
- . Shows concern, respect for client.

Numerical:

- . Less than x% of clients complain that explanation, suggestions were unclear.
- . Less than x% of clients complain about worker's manner.
- . Less than x% of clients take inappropriate steps in establishing eligibility as a result of worker's explanations.

TRAINING CONTENT

- Functional:
- . How to explain/give information to a specific audience.
 - . How to relate to people, showing respect and concern.

Specific:

- . Knowledge of information needed to verify eligibility items and how and where it can be obtained.
- . Knowledge of needs/perception of client group.

Data	People	Things	Data	People	Things	INSTR.	Reas.	Math.	Lang.	TASK NO.
W.F.	-	LEVEL	W.F.	-	ORIENTATION			G. E. D.		
3B.	2	1A	40%	55%	5%	2	3	3	4	D.A.13

GOAL:

OBJECTIVE:

TASK: Talks with client, explaining/answering questions about eligibility requirements for agency programs, using eligibility manual, in order to inform client of programs and requirements.

PERFORMANCE STANDARDS

Descriptive:

- . Eligibility requirements explained clearly, thoroughly, accurately.
- . Worker is sensitive, warm, unbiased, and patient with client.
- . Programs explained with reasonable speed.

Numerical:

- . Less than x% of clients per month complain of receiving inadequate information.
- . Less than x% of clients make incorrect/inappropriate applications due to unclear, inaccurate, or incomplete explanations or answers.

TRAINING CONTENT

Functional:

- . How to explain/relate information to specific audience.
- . How to read and interpret eligibility manuals.

Specific:

- . Knowledge of eligibility requirements for program: how to find information in eligibility manuals.
- . Knowledge of client.

Data	People	Things	Data	People	Things	INSTR.	Reas.	Math.	Lang.	TASK NO.
W.F. - LEVEL			W.F. - ORIENTATION					G. E. D.		
3A.	2	1A	50%	45%	5%	3	3	3	3	D.A.14
GOAL:						OBJECTIVE:				
TASK:						Talks with client, asking questions, figuring costs, and recording essential information as required by instructions on special needs request form, referring to agency guidelines as necessary, following specified format, in order to complete required request form for funds for client's special household equipment/repairs/needs.				
PERFORMANCE STANDARDS						TRAINING CONTENT				
<u>Descriptive:</u> - Special requests need form is filled out completely and accurately as per instruction for use of form. - Manner is pleasant, tactful. <u>Numerical:</u> - Less than x% complaint by agency receiving the form that information is inaccurate or incomplete. - No more than x% complaints about worker's manner.						<u>Functional:</u> - How to identify/record relevant information on forms. - How to read: special needs request form, agency guidelines. - How to communicate, asking questions to elicit specified information from specific audience. <u>Specific:</u> - Knowledge of agency policies and procedures regarding special requests. - Knowledge of client population.				

Data	People	Things	Data	People	Things	INSTR.	Reas.	Math.	Lang.	TASK NO.
W.F.	LEVEL		W.F.	-	ORIENTATION			G. E. D.		
3B.	2	1A	50%	45%	5%	2	2	1	3	D.A.15
GOAL:						OBJECTIVE:				
TASK: Reads items on Adult and Family Social Services Check List aloud to client unable to complete Check List by self, explains meaning of items, answers questions, listens to answers, marks answers on Check List, in order to complete Adult or Family Social Services Check List for client.										
PERFORMANCE STANDARDS						TRAINING CONTENT				
<u>Descriptive:</u> - Explanations are clear, accurate, concise, and thorough. - Check List is complete, accurate. - Manner is pleasant and courteous. <u>Numerical:</u> - Less than x number additional contacts with client are required due to incomplete or inaccurate information per x number of forms completed.						<u>Functional:</u> - How to read: forms. - How to identify/record relevant information on forms. - How to communicate in language client will understand. <u>Specific:</u> - Knowledge of form; content and criteria for completion. - Knowledge of client population.				

Data	People	Things	Data	People	Things	INSTR.	Reas.	Math.	Lang.	TASK NO.
W.F. - LEVEL			W.F. - ORIENTATION					G. E. D.		
3B	2	1A	50%	45%	5%	3	3	1	3	D.A.16

GOAL:

OBJECTIVE:

TASK: Talks with client, asks questions from standard form, exercising discretion as to sequence, listens to/ observes/ notes response, in order to obtain information regarding client's needs.

PERFORMANCE STANDARDS

Descriptive:

- . Questions are clear, concise.
- . Information is recorded completely and accurately.

Numerical:

- . Less than x% complaint of worker's manner.
- . Less than x% of forms are inaccurate or incomplete.

TRAINING CONTENT

Functional:

- . How to communicate: ask questions, elicit specified information from specific audience.
- . How to identify/record information on form.

Specific:

- . Knowledge of needs of client population
- . Knowledge of form, information required.

Data	People	Things	Data	People	Things	INSTR.	Reas.	Math.	Lang.	TASK NO.
W.F. -- LEVEL			W.F. -- ORIENTATION					G. E. D.		
3B	2	1A	45%	50%	5%	3	3	1	3	D.A.17

GOAL:

TASK: Talks with client, asks questions about results of services provided by agency following sequence of questions on form, but asking additional questions as necessary for clarification; listens/ observes/ marks responses and notes pertinent information in order to obtain information from client.

PERFORMANCE STANDARDS

Descriptive:

- . Questions are asked clearly and concisely.
- . Information obtained is complete and accurate.
- . Worker is sensitive to nuances of client's responses.

Numerical:

- . Less than x number of complaints that worker was unclear or unpleasant.
- . Less than x number of interviews must be repeated due to failure to obtain or record accurate, complete information on form.

TRAINING CONTENT

Functional:

- . How to communicate: elicit specified information from specific audience.
- . How to transcribe/ record information on forms.
- . How to identify/select information from a mass of data.

Specific:

- . Knowledge of SOP for completion of evaluation form.
- . Knowledge of agency policies and service.
- . Knowledge of client population.

Data	People	Things	Things	People	Things	Reas.	Math.	Lang.	TASK NO.
W.F.	LEVEL	W.F.	ORIENTATION	ORIENTATION	ORIENTATION	INSTR.	G. E. D.		
3B	3B	1A	40%	55%	5%	4	3	4	D.A.18

GOAL:

OBJECTIVE:

TASK: Talks with client's creditors, gives information about client's financial situation and plan for resolving problems, explaining benefit of cooperation to creditor and answering questions/countering arguments as needed, in order to influence creditor to cooperate with client's plan.

PERFORMANCE STANDARDS

Descriptive:

- . Information is clear, concise, and accurate.
- . Worker is articulate, persuasive, and tactful.
- . Payment agreement is reached.

Numerical:

- . Less than x% complaints regarding worker's manner.
- . X% of contacts result in cooperation by creditor.

TRAINING CONTENT

Functional:

- . How to influence others in favor of a particular point of view or course of action.
- . How to identify/select relevant information from a mass of data.

Specific:

- . Knowledge of client's specific situation and plan.
- . Knowledge of agency guidelines/procedures regarding creditors.

Data	People	Things	Data	People	Things	INSTR.	Reas.	Math.	Lang.	TASK NO.
W.F.	-	LEVEL	W.F.	-	ORIENTATION			G. E. D.		
4	2	- 1A	-45%	50%	5%	4	4	1	4	D.A.19

GOAL:

OBJECTIVE:

TASK: Talks about/discusses client's situation with service worker, comparing observations of client's responses during interview to those of service worker, in order to clarify assessment of client's needs.

PERFORMANCE STANDARDS

Descriptive:

- . Worker is cooperative, courteous, and articulate.
- . Assessment is consistent with available data.

Numerical:

- . Less than x% complaint regarding worker's manner.
- . Less than x recommendations made on basis of assessment are inappropriate.

TRAINING CONTENT

Functional:

- . How to convey information to others.
- . How to describe client situations.

Specific:

- . Knowledge of specific client.
- . Knowledge of service worker and agency policy.

Data	People	Things	Data	People	Things	INSTR.	Reas.	Math.	Lang.	TASK NO.
W.F. - LEVEL			W.F. - ORIENTATION					G. E. D.		
4	2	1A	45%	50%	5%	3	4	1	4	D.B.1

GOAL:

OBJECTIVE:

TASK: Listens to/talks with English-speaking worker and Spanish-speaking client, using own speaking knowledge of English and Spanish, in order to translate verbal exchange between worker and client.

PERFORMANCE STANDARDS	TRAINING CONTENT
<u>Descriptive:</u> - Translations are accurate and understandable. - Worker shows patience and interest. <u>Numerical:</u> - Less than x% of clients or workers complain of worker's manner. - Less than x complaints from clients or workers that faulty translation caused delay or disruptions in work flow or service delivery.	<u>Functional:</u> - How to speak Spanish and English. <u>Specific:</u> - Knowledge of local Spanish dialects. - Knowledge of business of agency sufficient to clarify questions and answers.

Data	People	Things	Data	People	Things	INSTR.	Reas.	Math.	Lang.	TASK NO.
W.F. - LEVEL			W.F. - ORIENTATION					G. E. D.		
4	2	1A	50%	40%	10%	3	4	3	4	D.B.2

GOAL:

OBJECTIVE:

TASK: Talks about/discusses items on application form with Spanish-speaking client, answering client's questions and explaining meaning and purpose of items on form, elicits answers to items, and records answers in English on form, using own speaking knowledge of Spanish and reading and writing knowledge of English, in order to complete form for client.

PERFORMANCE STANDARDS

Descriptive:

- . Worker shows patience and interest.
- . Translations and explanations are understandable and accurate.
- . Forms are completed accurately and legibly.

Numerical:

- . X% of clients report satisfaction with worker's manner.
- . Less than x% of applications are returned because of omissions, illegible writing, inaccuracies, etc.

TRAINING CONTENT

Functional:

- . How to speak Spanish and read and write English.
- . How to read application forms.
- . How to elicit information from specific audience.

Specific:

- . Knowledge of Spanish dialect spoken locally.
- . Knowledge of application form: information required to complete.
- . Knowledge of location and method of obtaining supplies and materials.
- . Knowledge of clients.

Data	People	Things	Data	People	Things	INSTR.	Reas.	Math.	Lang.	TASK NO.
W.F. - LEVEL			W.F. - ORIENTATION					G. E. D.		
4	2	1A	45%	50%	45%	3	4	1	4	D.B.3
GOAL:						OBJECTIVE:				
TASK: Informs Spanish-speaking client of his acceptance for particular program/service/training, explaining procedures and arrangements and answering basic questions of client, following SOP and using own speaking knowledge of Spanish and knowledge of agency procedures, in order to inform client of his acceptance and the orientation arrangements.										
PERFORMANCE STANDARDS						TRAINING CONTENT				
Descriptive: - Explanations are clear, accurate, and concise. - Shows patience and interest in client. - Explains program with reasonable speed. Numerical: - Less than <u>x%</u> of clients complain of unclear, inadequate information, or of worker's manner.						Functional: - How to convey information to and answer questions of specific audience. - How to speak Spanish. Specific: - Knowledge of agency programs and procedures. - Knowledge of specific problems frequently encountered by clients in preparing for programs/services/training. - Knowledge of local Spanish dialect. - Knowledge of clients.				

Data	People	Things	Data	People	Things	INSTR.	Reas.	Math.	Lang.	TASK NO.
W.F. - LEVEL			W.F. - ORIENTATION			G. E. D.				
3B	2	1A	45%	50%	5%	2	3	1	4	D.C.1
GOAL:						OBJECTIVE:				
TASK: Talks about/discusses the need for attending an informational group meeting concerning categorical assistance with applicant or client, answering questions as necessary in order to provide him with information necessary to decide whether he will attend.										
PERFORMANCE STANDARDS						TRAINING CONTENT				
<u>Descriptive:</u> . . . • Courteous and pleasant manner. • Information is clear and accurate. <u>Numerical:</u> • Less than x% of clients complain that information was inaccurate, unclear, or incomplete, or that worker's manner was offensive.						<u>Functional:</u> • How to explain/relate benefits of a course of action to a specific audience. <u>Specific:</u> • Knowledge of purpose for the information group meetings and possible benefits for the client. • Knowledge of times and places of the meetings. • Knowledge of client's needs and problems.				

Data	People	Things	Data	People	Things	INSTR.	Reas.	Math.	Lang.	TASK NO.
W.F. - LEVEL			W.F. - ORIENTATION					G. E. D.		
4	3A	1A	35%	60%	5%	3	4	1	4	D.C.2

GOAL:

OBJECTIVE:

TASK: Talks with client, answers questions, makes suggestions about purpose of interview, expectations of employers, appropriate behavior, grooming, attitudes, etc., in order to help client prepare for job interviews.

PERFORMANCE STANDARDS

Descriptive:

- . Worker shows empathy and sensitivity.
- . Communicates information clearly and accurately.

Numerical:

- . Less than x% complaint regarding worker's manner.
- . No more than x% of clients complain that information was inaccurate or not useful.

TRAINING CONTENT

Functional:

- . How to communicate to specific audience
- . How to identify/select information from a mass of data.

Specific:

- . Knowledge of client's work situation and work history.
- . Knowledge of dress and grooming expectations of local employers.
- . Knowledge of typical problems encountered by job applicants.

Data	People	Things	Data	People	Things	INSTR.	Reas.	Math.	Lang.	TASK NO.
W.F. - LEVEL			W.F. -	ORIENTATION				G. E. D.		
4	2	1A	45%	50%	5%	4	3	1	4	D.D.1

GOAL:

OBJECTIVE:

TASK: Discusses/talks about client's problem with person/resource to whom client is being referred, giving and asking for suggestions on treatment/service plan and schedule of appointments, in order to work out/clarify mutual responsibilities and schedule of appointments.

PERFORMANCE STANDARDS

Descriptive:

- . Definition of responsibilities is satisfactory and clear to both parties.
- . Worker is articulate, precise, and courteous in dealing with resource.
- . Schedule of appointments is mutually convenient to resource and client.

Numerical:

- . Less than x% complaint regarding worker's manner.
- . Less than x% of collateral resources complain regarding the completeness and validity of information supplied them by worker.
- . Less than x number of delays or disruptions in service/treatment plan due to lack of understanding of mutual responsibilities or schedule of appointments.

TRAINING CONTENT

Functional:

- . How to convey information to specific audience.
- . How to determine when or if a mutual understanding has been reached.
- . How to evaluate specific situations in relation to general criteria.

Specific:

- . Knowledge of purpose and scope of specific service resource.
- . Knowledge of client; previous services/treatments, problems, needs, reasons for referral and how to deal with them.
- . Knowledge of own responsibilities to client.
- . Knowledge of times client is available for appointments.

Data	People	Things	Data	People	Things	INSTR.	Reas.	Matn.	Lang.	TASK NO.
	W.F. - LEVEL			W.F. - ORIENTATION				G. E. D.		
2	2	1A	50%	45%	5%	2	2	1	3	D.D.2

OBJECTIVE:

GOAL:

TASK: Asks questions/listens to/writes client's answers to items on specified form, in order to obtain information needed by agency to which client is being referred.

PERFORMANCE STANDARDS

Descriptive:

- . Questions are asked clearly and thoroughly.
- . Information is recorded completely and accurately.
- . Manner is pleasant, tactful.

Numerical:

- . Less than x% complaints of worker's manner.
- . Less than x number of return visits required due to inaccurate or incomplete information per x forms completed.

TRAINING CONTENT

Functional:

- . How to read: forms.
- . How to ask questions / elicit response from specific audience.
- . How to record answers to questions on forms.

Specific:

- . Knowledge of form.
- . Knowledge of client.

Data	People	Things	Data	People	Things	INSTR.	Reas.	Matn.	Lang.	TASK NO.
W.F.	LEVEL		W.F.	ORIENTATION			G.	E.	D.	
1	3A	1A	15%	65%	20%	2	2	1	2	D.E.1

GOAL:

OBJECTIVE:

TASK: Assists/supervises children in household with dressing and bathing as necessary/ in order to ensure than children are dressed and bathed.

PERFORMANCE STANDARDS

Descriptive:

- . Is polite and warm with children.
- . Is clear and concise in giving instructions or directions.
- . Assistance is given as necessary.
- . Supervision is constant.
- . No superfluous assistance is given.

Numerical:

- . Is always available to help child.
- . Over period of time less than x% complaints because worker was too strict or confining with children.
- . No more than x complaints that worker did not give necessary assistance.
- . No more than x reports from parents of injuries to children or damage to clothing or equipment.
- . Less than x instances of children not being

TRAINING CONTENT

Functional:

- . How to give directions to children.
- . How to dress and bathe another person.
- . How to help with personal, private matters.

Specific:

- . Knowledge of how much a particular child should be taught or supervised: ages and abilities of children and consequent levels of expectations for bathing and dressing themselves.
- . Knowledge of methods of supervision.
- . How to instruct while supervising.
- . Proper physical hygiene practices.

Data	People	Things	Data	People	Things	INSTR.	Reas.	Matn.	Lang.	TASK NO.
W.F. - LEVEL			W.F. - ORIENTATION							
3B	1A	2A	40%	10%	50%	3	2	3	2	D.E.2
GOAL:						OBJECTIVE:				
TASK: Prepares/cooks meals for family when no member is able to, using knowledge of food preparation and family's preferences, referring to standard sources as necessary, in order to provide a meal for the family.										
PERFORMANCE STANDARDS						TRAINING CONTENT				
<u>Descriptive:</u> - Food is well prepared and appetizing. - Meal is well balanced. - Operates and maintains equipment properly. <u>Numerical:</u> - Less than x number of complaints about meals being unappetizing or poorly prepared per x number of meals. - Meal satisfies x% of nutritional requirements.						<u>Functional:</u> - How to prepare meals: use kitchen equipment, cookbooks, measure ingredients, calculate changes in measurements, etc. - How to read: cookbooks, nutrition guides. <u>Specific:</u> - Knowledge of appropriate food preparation techniques for family. - Knowledge of particular nutrition requirements of family. - Knowledge of how to obtain supplies and equipment in household.				

Data	People	Things	Data	People	Things	Reas.	Matn.	Lang.	TASK NO.
W.F. - LEVEL			W.F. - ORIENTATION			INSTR.	G. E. D.		
3B	1B	2A	50%	20%	30%	3	3	2	D.E.3

OBJECTIVE:

TASK: Plans/prepares/serves meals to family, considering economic and cultural situations and preferences of the household and nutritional requirements using own knowledge of nutrition, but referring to sources as necessary, in order to provide family members with meals.

PERFORMANCE STANDARDS

Descriptive:

- . Performs task with reasonable speed.
- . Is clean and orderly in preparation of meal.
- . Meals are appetizing to family.
- . Meals are well-balanced.
- . Meals are economical.

Numerical:

- . Over period of time less than x number of complaints because of slow or disorderly performance.
- . Prepares meal within budget of the household 100% of the time.
- . No more than x complaints from family of unappetizing meals.

TRAINING CONTENT

Functional:

- . How to plan, prepare, serve meals: use kitchen equipment, measure ingredients, calculate changes in measurements, and fulfill nutritional requirements.
- . How to read: cookbooks, nutrition guides.
- . How to use kitchen appliances and equipment.

Specific:

- . Knowledge of cultural and economic situation and preferences of the client.
- . Knowledge of any special types of diets.
- . How to obtain and use supplies and equipment available in household.

Data	People	Things	Data	People	Things	INSTR.	Reas.	Math.	Lang.	TASK-NO.
W.F. - LEVEL			W.F. - ORIENTATION				G. E. D.			
3B	1A	1A	70%	20%	10%	3	3	3	3	D.E.4

GOAL:

OBJECTIVE:

TASK: Composes/plans menus for week for specific family, considering family's resources/needs/customs/preferences and drawing on knowledge of nutrition, referring to standard sources as necessary, in order to provide information required to make shopping list for week.

PERFORMANCE STANDARDS

Descriptive:

- . Menus include family's preferences and provide nutritional requirements.
- . Information needed for shopping list is complete.

Numerical:

- . Cost of items does not exceed money available.
- . Less than x% of clients complain that worker's menus are unappetizing.
- . Review shows that menus provide x% of daily nutritional requirements.
- . Less than x items required for menu preparation are not included on shopping list due to failure to provide accurate, complete information.

TRAINING CONTENT

Functional:

- . How to plan menus: select items satisfying nutritional and economic requirements.
- . How to read: cookbooks, nutrition guides.

Specific:

- . Knowledge of agency SOP for dealing with client.
- . Knowledge of nutritional requirements of particular family.
- . Knowledge of family's preferences and resources: money, equipment, etc.
- . Knowledge of costs of items in particular community.

Data		People		Things		Data		People		Things		Instr.		Reas.		Matn.		Lang.		Task No.		
W.F. - LEVEL				W.F. - ORIENTATION																		
3B	1B	1A		90%	5%	5%		3		3		3		3		3		3		3		D.E.5
GOAL:												OBJECTIVE:										
TASK: Plans menus considering the cultural and economic situation and preferences of the household, makes list of items to be purchases to prepare menus, selects a vendor, and shops for/purchases required items, relying on own knowledge of nutrition and food preparation, but referring to standard sources as necessary, in order to provide ingredients necessary for preparation of meals.																						
PERFORMANCE STANDARDS												TRAINING CONTENT										
<u>Descriptive:</u> . Performs job with reasonable speed and accuracy. . Is economical/thrifty in planning and purchasing for meals. . Menus are well-balanced. . Food prepared according to menus is appetizing. <u>Numerical:</u> . Purchases are within family budget 100% of the time. . Over period of time less than x number of complaints because meals are not appetizing. . Review shows x% of menus satisfy nutritional requirements of household.												<u>Functional:</u> . How to plan for meals: read cookbooks, references on nutrition. . How to determine/compare qualities and prices of foodstuffs. . How to plan expenditures within a budget. <u>Specific:</u> . Knowledge of types of food needed for a balanced diet: resources for ascertaining. . Knowledge of cultural and economic situation of the client: budget and preferences. . Knowledge of nutritional requirements of household. . Knowledge of where and when to shop for foodstuffs in local area.										

Data		People	Things	Data	People	Things	Reas.		Matn.	Lang.	TASK-N.O.
W.F. - LEVEL				W.F. -	ORIENTATION		INSTR.	G. E. D.			
1B	2	1C	35%	15%	50%	2	2	1	2	D.E.6	
GOAL:						OBJECTIVE:					
TASK: Vacuums / sweeps / mops / scrubs rugs and/or floors and dusts furniture for absent, incapacitated, or over-burdened housewife according to instruction, and using own knowledge and experience, in order to clean house and furnishings.											
PERFORMANCE STANDARDS						TRAINING CONTENT					
<u>Descriptive:</u> . Performs tasks with reasonable speed. . Is complete and thorough. . Cleaning articles are properly maintained.						<u>Functional:</u> . How to clean household and furnishings. . How to use household cleaning equipment and supplies.					
<u>Numerical:</u> . Over period of time less than x% complaints from supervisor or housewife because job was incomplete. . Cleaning articles are never left out after completing task. . No more than x instances of improper use or maintenance of equipment/supplies resulting in damage, waste, or loss.						<u>Specific:</u> . Knowledge of where the cleaning articles are located. . Knowledge of what areas have to be cleaned. . Knowledge of how to obtain instructions.					

Data		People		Things		Data		People		Things		Instr.		Reas.		Math.		Lang.		TASK NO.	
W.F. - LEVEL						W.F.				ORIENTATION				G. E. D.							
1	1A	2A		35%	1%	60%						2	2	1	1						D.E.7
GOAL:												OBJECTIVE:									
TASK:												Performs household repairs, e.g., rehangng pictures, replacing shades or blinds, tacking down rugs or stair treads, and mending broken household articles/furniture according to instructions, in order to keep home neat and safe.									
PERFORMANCE STANDARDS												TRAINING CONTENT									
<u>Descriptive:</u> - Performs repairs with reasonable speed and accuracy. - Repairs are thorough and effective. - Tools and equipment are kept neat and clean.												<u>Functional:</u> - How to make minor repairs to household and furnishings. - How to use tools and equipment: hammer, nails, screws, etc.									
<u>Numerical:</u> - Must finish job within <u>x</u> hours after receipt of instructions. - Over period of time less than <u>x</u> complaints from client because work is incomplete or ineffective. - No more than <u>x</u> instances over <u>x</u> period of time of improper maintenance of tools and equipment resulting in loss, damage, or waste.												<u>Specific:</u> - Knowledge of what things need repair. - Knowledge of what tools to use and where they are stored. - Knowledge of where/how to obtain repair materials. - Knowledge of standards for extent/detail of repairs to be made.									

Data		People		Things		Data		People		Things		Reas.		Math.		Lang.		TASK NO.	
W.F. - LEVEL						W.F. - ORIENTATION						INSTR.		G. E. D.					
3B	3A	1A	30%	60%	10%	3	3	1	2	D.E.8									
GOAL:												OBJECTIVE:							
TASK: Talks with client, praising and encouraging improved/successful completion of household tasks, in order to reinforce client's self-confidence in his ability to accept and satisfactorily complete household duties and responsibilities.																			
PERFORMANCE STANDARDS												TRAINING CONTENT							
<u>Descriptive:</u> . Is polite, warm in working with client. . Is encouraging. . Praise and encouragement are honest and based on real accomplishment. <u>Numerical:</u> . Over period of time less than x complaints because of worker's manner/attitude. . X% of clients report or demonstrate that they are completing household duties and fulfilling responsibilities successfully, or improvement is apparent.												<u>Functional:</u> . How to encourage a person to increase his confidence in his own ability. <u>Specific:</u> . Knowledge of particular client's problems, needs, and abilities. . Knowledge of specific standards for successful completion of household tasks on which evaluation was based.							

Data		People		Things		Data		People		Things		Instr.		Reas.		Math.		Lang.		TASK NO.	
W.F. - LEVEL						W.F. - ORIENTATION										G. E. D.					
3B		4B		1A		40%		55%		5%		3		3		3		4			D.E.9
GOAL:																					
OBJECTIVE:																					
TASK: Explains/demonstrates how to compare quantities, qualities, and prices of foods and household items from different vendors, checking and correcting performance, in order to increase client's understanding of shopping techniques.																					
PERFORMANCE STANDARDS											TRAINING CONTENT										
<u>Descriptive:</u> . Demonstration and explanation are clear, concise, and effective. . Keeps the quality and quantity of food within the means of the family. . Manner is tactful and courteous. <u>Numerical:</u> . Over period of time x% of clients report they are using methods taught.											<u>Functional:</u> . How to shop: select an item by comparing prices and qualities of several. . How to read: labels, etc. to determine quality and quantity of products. . How to explain/demonstrate material to specific audience. <u>Specific:</u> . Knowledge of local vendors and conditions: reliability, locations, sale dates. . Knowledge of items needed by client. . Knowledge of client's budget.										

Data	People	Things	Data	People	Things
W.F. - LEVEL			W.F. - ORIENTATION		
3B	4B	1A	40%	50%	10%

GOAL:

OBJECTIVE:

TASK: Explains/demonstrates to client methods of planning and preparing meals, using own knowledge and skill in food preparation and referring to standard sources as necessary, checking and correcting performance, in order to enable client to cook/prepare meals for family.

PERFORMANCE STANDARDS

Descriptive:

- Explanations/demonstrations are clear, accurate, and within client's capacity to learn.
- Instructions consider client's likes/dislikes in food without sacrificing nutritional balance.
- Conveys respect for client.

Numerical:

- Less than x% of clients complain about worker's manner.
- Over period of time x% of clients indicate they are using methods taught.

TRAINING CONTENT

Functional:

- How to plan and prepare meals.
- How to gear explanations/demonstrations to client's needs and capacity.
- How to convey respect for person (verbal/non verbal).

Specific:

- Knowledge of food preparation techniques appropriate to particular clients.
- Knowledge of nutritional requirements of clients' families.
- Knowledge of facilities available for teaching: rooms, equipment, books, etc.
- Knowledge of location and method of obtaining supplies and equipment.

Data		People		Things		Data		People		Things		Instr.		Reas.		Math.		Lang.		TASK NO.	
W.F. -- LEVEL						W.F. -- ORIENTATION															
4	3A		1A		30%		60%		10%		3		3		1		4				D.E.11
GOAL:																					
TASK: Talks about / explains / discusses personal hygiene with client, explaining benefits of good health habits, using knowledge of hygiene and needs / problems / resources of client, in order to increase client's understanding of and willingness to practice personal hygiene.																					
PERFORMANCE STANDARDS											TRAINING CONTENT										
<u>Descriptive:</u> - Explanations are clear, accurate, and useful. - Conveys respect for client; encourages and supports client. <u>Numerical:</u> - Less than x% of clients complain about worker's manner. - Over a period of time x% of clients state they practice habits taught or demonstration of healthy personal hygiene is observable.											<u>Functional:</u> - How to explain/demonstrate material to specific audience. - General knowledge of personal hygiene practices. <u>Specific:</u> - Agency SOP for discussing personal hygiene. - Knowledge of personal hygiene practices to be discussed or explained. - Knowledge of particular client's needs, problems, and resources.										

Data		People		Things		Data		People		Things		Reas.		Matn.		Lang.		TASK NO.	
W.F. - LEVEL						W.F. - ORIENTATION						INST.		G. E. D.					
3B	3A	1A		35%		60%	5%	3	3	1	4								D.E. 12
GOAL:										OBJECTIVE:									
TASK: Explains/discusses personal hygiene (cleanliness practices) with family members, selecting and distributing pamphlets/brochures that illustrate important points, in order to provide the family with information about using common personal hygiene practices.																			
PERFORMANCE STANDARDS										TRAINING CONTENT									
<u>Descriptive:</u> • Explanation is clear and effective, covering both the "how's" and the "why's" of personal hygiene. • Manner cordial and empathic. • Speaks clearly and is understandable. • Materials selected are appropriate. <u>Numerical:</u> • Over x period of time, less than x% of clients complain they do not understand worker. • Over x period of time, less than x% of clients complain of worker's attitude or manner. • X% of clients report they are using information/techniques worker discussed and provided them with.										<u>Functional:</u> • How to explain/discuss material with specific audience. • How to select information on the basis of need: pamphlets and brochures. <u>Specific:</u> • Knowledge of personal hygienic pamphlets/brochures available, and methods of obtaining. • Knowledge of Agency SOP regarding when personal hygiene should be discussed with clients and the limits of this discussion. • Knowledge of specific needs and abilities of particular client.									

Data		People	Things	Data	People	Things	Reas.		Math.	Lang.	TASK-P.O.
W.F. - LEVEL				W.F. - ORIENTATION			G. E. D.				
3B	3A	2A	30%	50%	20%	3	3	2	4	D.E.13	
GOAL: OBJECTIVE:											
TASK: Demonstrates/explains to family members in home household duties and skills as necessary, explaining/emphasizing importance of hygienic performance, in order to show family members how to perform specified tasks.											
PERFORMANCE STANDARDS						TRAINING CONTENT					
<u>Descriptive:</u> . Manner is polite, tactful, and encouraging. . Is clear, concise, thorough, and accurate in demonstrations. <u>Numerical:</u> . Over period of time less than x number of complaints because of worker's attitude/approach/manner. . X% of clients report they are using techniques demonstrated.						<u>Functional:</u> . How to explain/demonstrate material to a specific audience. . How to perform household duties. . General knowledge of hygienic home maintenance practices. <u>Specific:</u> . Knowledge of family: as a group and individually. . Knowledge of what demonstrations/explanations are necessary. . Knowledge of SOP for explanations/demonstrations. . How to obtain supplies and materials.					

Data	People	Things	Data	People	Things	INSTR.	Reas.	Math.	Lang.	TASK NO.
W.F.	LEVEL		W.F.	ORIENTATION						
3B	4B	2A	30%	40%	30%	4	4	3	4	D.E.14

GOAL:

OBJECTIVE:

TASK: Demonstrates general homemaking tasks (washing dishes, house-cleaning, laundry, food preparation and storage), explaining and answering questions about technique, alternate procedures, and purpose, for client in his home upon client's request, using kitchen/cleaning/laundry supplies and equipment, checking and correcting performance, in order to increase client's understanding of how to perform homemaking tasks.

PERFORMANCE STANDARDS

Descriptive:

- . Demonstration and explanation are clear, complete.
- . Performs household tasks with thoroughness and ease.
- . Manner is pleasant, polite.

Numerical:

- . Over x period of time, x% of clients demonstrate that they can perform the tasks independently.
- . Over x period of time, no more than x% of clients complain of worker's manner, attitude, or lack of clarity.

TRAINING CONTENT

Functional:

- . How to perform general homemaking tasks (washing dishes, housecleaning, laundry, food preparation and storage).
- . Knowledge of alternate methods' and procedures' merits and disadvantages.
- . How to explain/demonstrate material to specific audience.

Specific:

- . Knowledge of specific client's needs and abilities.
- . Knowledge of resources available with the client's home.
- . Knowledge of any particular/specified techniques and standards.

Data	People	Things	Data	People	Things	Reas.	Math.	Lang.	TASK-NO.
W.F. - LEVEL	W.F. - ORIENTATION	W.F. - ORIENTATION	W.F. - ORIENTATION	W.F. - ORIENTATION	W.F. - ORIENTATION	W.F. - ORIENTATION	W.F. - ORIENTATION	W.F. - ORIENTATION	W.F. - ORIENTATION
3B	4B	2B	30%	50%	20%	3	4	2	4
OBJECTIVE:									
GOAL:									

TASK: Explains/answers questions/demonstrates sewing/handicrafts/machine and hand sewing, knitting, crocheting, etc. to clients who wish to learn, relying primarily on own knowledge and experience, but referring to instruction books as necessary, checking and evaluating performance, in order to increase client's skills.

PERFORMANCE STANDARDS	TRAINING CONTENT
<u>Descriptive:</u> . Explanations are clear and accurate. . Instructions are geared to client's capacities and desires. . Manner is non-judgmental, encouraging, and supporting. <u>Numerical:</u> . X% of clients, over a period of time, are able to produce finished products that are usable. . Less than x% of clients complain of worker's attitude or manner.	<u>Functional:</u> . How to gear instructions to individual's capacities. . How to do various kinds of handicrafts: hand and machine sewing, knitting, crocheting, etc. . How to evaluate performance by checking usability of results. <u>Specific:</u> . Knowledge of Agency SOP for dealing with clients. . Knowledge of client's capacities and desires. . How to obtain supplies and equipment. . Knowledge of classroom/training facilities/equipment to be used.

Data	People	Things	Data	People	Things	Reas.	Matn.	Lang.	TASK NO.
W.F. - LEVEL			W.F. - ORIENTATION			G. E. D.			
4B	4B	1A	40%	50%	10%	5	4	4	D.E. 17
GOAL:									
OBJECTIVE:									
TASK: Talks/explains to/demonstrates/answers questions of clients in child care class, using knowledge of child care methods, and theories, and checking and evaluating performance of class, in order to increase client's knowledge of child care methods and techniques.									
PERFORMANCE STANDARDS					TRAINING CONTENT				
<u>Descriptive:</u> . Communication/demonstration done in clear, simple terms and contain accurate information. . Conveys respect for client. . Manner is non-judgmental, encouraging/supporting. <u>Numerical:</u> . Less than x% of clients complain about worker's attitude/manner. . Over period of time, observation shows x% of clients using methods taught.					<u>Functional:</u> . How to care for children: techniques, methods, theories. . How to gear communication/demonstrations to individual's needs and capacities. <u>Specific:</u> . Knowledge of particular child care methods, techniques, theories accepted as SOP for agency. . Knowledge of particular clients: problems, number of children, ages of children, etc., to enable worker to suit instructions to particular case. . Knowledge of facilities and equipment available.				

Data	People	Things	Data	People	Things	INSTR.	Reas.	Math.	Lang.	TASK. NO.
W.F. - LEVEL			W.F. - ORIENTATION					G. E. D.		
3B	2	1A	90%	5%	5%	3	3	2	2	D.E.18

OBJECTIVE:

GOAL:

TASK: Searches for/identifies means of transportation for client to appointment, considering relative costs and convenience of available means (bus, taxi, etc.), in order to select/recommend way for client to get to appointment.

PERFORMANCE STANDARDS

Descriptive:

- . Most convenient and cheapest transit is recommended.
- . Completes task in reasonable time.

Numerical:

- . Over period of time less than x complaints because of worker's attitude/manner.
- . Over period of time less than x% of appointments are broken or client arrives late because of inaccurate assessment.
- . No more than x complaints that method arranged was too expensive or inconvenient.

TRAINING CONTENT

Functional:

- . How to identify/select an alternative which satisfies two sets of requirements.
- . How to read and write: transportation schedules and fares.

Specific:

- . Knowledge of types of transportation available.
- . Knowledge of community geography.
- . Knowledge of fares, routes, (times, and distance).
- . Knowledge of where the client must be and when.

Data	People	Things	Data	People	Things	Reas.	Math.	Lang.	TASK NO.
W.F. LEVEL			W.F. ORIENTATION			G.	E.	D.	
3B	1A	1A	80%	5%	15%	2	2	1	4
									D.F.1

GOAL:

OBJECTIVE:

TASK: Writes/composes draft prose summary of information from application form and record of interview, following SOP for form and content, in order to prepare case narrative report for typing/routing.

PERFORMANCE STANDARDS

Descriptive:

- . Information is correct, complete and easily understandable.
- . Report prepared with reasonable speed.
- . Handwriting is legible.

Numerical:

- . No more than x errors in content per x case reports prepared.

TRAINING CONTENT

Functional:

- . How to organize and combine/summarize information from several sources.
- . How to write prose summary.

Specific:

- . Knowledge of format and content for narrative report.
- . How to obtain application form and interview record.

Data	People	Things	Data	People	Things	INSTR.	Reas.	Math.	Lang.	TASK-P.J.
W.F.	LEVEL		W.F.	ORIENTATION			G.	E.	D.	
3B	1A	1A	85%	5%	10%	3	3	1	4	D.F.2
GOAL:						OBJECTIVE:				
TASK:						Composes/writes report of progress/lack of progress for each family, in order to provide information needed for evaluation of treatment/service plan.				
PERFORMANCE STANDARDS						TRAINING CONTENT				
<u>Descriptive:</u> . Record is complete, thorough, concise. . Information is accurate and relevant. <u>Numerical:</u> . Less than x% of pertinent information is left out or in error in record.						<u>Functional:</u> . How to organize information; identify, select data. <u>Specific:</u> . Knowledge of format, information required for report.				

Data	People	Things	Data	People	Things	INSTR.	Reas.	Math.	Lang.	TASK-P.N.
W.F. - LEVEL			W.F. - ORIENTATION				G.	E.	D.	
3B	1A	2B	60%	5%	35%	3	3	1	4	D.F.3
GOAL:						OBJECTIVE:				
TASK:						Dictates/composes narrative report of information obtained during visit with family, using dictaphone and notes, in order to prepare report for typing on case record.				
PERFORMANCE STANDARDS						TRAINING CONTENT				
<u>Descriptive:</u> - Material is well organized, complete and accurate. - Speaks clearly and distinctly and uses equipment properly. <u>Numerical:</u> - Less than <u>x</u> number of typing errors result from worker speaking indistinctly per <u>x</u> reports typed. - Less than <u>x</u> number of items of pertinent information left out or inaccurate.						<u>Functional:</u> - How to operate dictaphone. - How to organize material; identify, select data. <u>Specific:</u> - Knowledge of how to operate <u>x</u> type of dictaphone equipment. - Knowledge of format, procedures for dictating material.				

VOLUNTEERS

(V)

- A. Planning
- B. Recruitment
- C. Assignment Supervision
- D. Referral

Data	People	Things	Data	People	Things	Reas.	Math.	Lang.	TASK-NO.
W.F. - LEVEL			W.F. - ORIENTATION				G. E. D.		
4	1A	1A	90%	5%	5%	4	3	4	V.A.1

GOAL:

OBJECTIVE:

TASK: Selects and schedules activities for institutional residents, considering their needs and interests in relation to time, money, and manpower constraints, in order to plan social activity for institutional residents.

PERFORMANCE STANDARDS

Descriptive:

- .Activity is appropriate to the setting and social needs of the residents.
- .Plans are realistic and completed with reasonable speed.

Numerical:

- .No more than X complaints that worker failed to consider needs and interests of residents or constraints.

TRAINING CONTENT

Functional:

- .General knowledge of recreational activities.
- .How to select an activity on the basis of participant needs, interests, and resources available.

Specific:

- .Knowledge of constraints and resources.
- .Knowledge of interests and needs of residents.

Data	People	Things	Data	People	Things	Reas.	Math.	Lang.	TASK-NO.
W.F. - LEVEL			W.F. - ORIENTATION			G. E. D.			
5B	2	1A	55%	40%	5%	4	3	4	V.A.2
GOAL:					OBJECTIVE:				
TASK:					TRAINING CONTENT				
Reviews/assesses tentative plan for recreational activities for institutional residents, consulting with staff, volunteers, and representatives of institutional population, writing in adjustments and changes, and operating within agency guidelines and remaining within constraints of time, money, staff, in order to formulate final plan of recreational activities for institutional residents.					<u>Functional:</u> .How to plan activities considering needs, interests, resources, and constraints. .How to elicit information from specific audience. <u>Specific:</u> .Knowledge of agency policy, goals, S.O.P. .Knowledge of program resources and constraints: staff, time, and money available. .Knowledge of interests/capabilities/needs of residents.				
PERFORMANCE STANDARDS					TRAINING CONTENT				
<u>Descriptive:</u> .Plan is thorough and considers inputs from staff, volunteers, and representatives. .Plan is realistic/feasible and completed in reasonable time. <u>Numerical:</u> .Less than X number of complaints that planning was autocratic. .Less than X no. complaints that plan was incomplete or inappropriate.					<u>Functional:</u> .How to plan activities considering needs, interests, resources, and constraints. .How to elicit information from specific audience. <u>Specific:</u> .Knowledge of agency policy, goals, S.O.P. .Knowledge of program resources and constraints: staff, time, and money available. .Knowledge of interests/capabilities/needs of residents.				

Data	People	Things	Data	People	Things	Reas.	Math.	Lang.	TASK-NO.
W.F. - LEVEL			W.F. - ORIENTATION			G. E. D.			
3B	3B	1A	35%	60%	5%	4	3	1	4
GOAL:						OBJECTIVE:			
TASK: Describes and explains the need for a volunteer for a specific service to a selected person, relating the qualities, talents, and experience of that selected person to the nature of the request, answering questions as necessary, in order to persuade him to volunteer.									
PERFORMANCE STANDARDS						TRAINING CONTENT			
<u>Descriptive:</u> .Manner is pleasant, patient, enthusiastic, and convincing. .Explanation about the volunteer service requested is clear and accurate. <u>Numerical:</u> .Over X period of time, no more than X complaints from selected persons that they felt pressured or misled. .Over X period of time, X% of the selected persons contacted volunteer for the service.						<u>Functional:</u> .How to influence person in favor of a particular course of action. .How to identify/select information from a mass of data. <u>Specific:</u> .Knowledge of qualities, talents, experience, and interests of selected person. .Knowledge of nature of the request.			

Data	People	Things	Data	People	Things	Reas.	Math.	Lang.	TASK-NO.
W.F. - LEVEL			W.F. - ORIENTATION			G. E. D.			
3B	1A	2B	75%	5%	20%	3	4	1	4
									V.B.2
GOAL: OBJECTIVE:									
TASK: Gathers/collects information about current developments in the Volunteer Service program, including items of human interest, and composes/types brief summary, in order to prepare information for submission to public relations specialists for possible news release.									
PERFORMANCE STANDARDS					TRAINING CONTENT				
<u>Descriptive:</u> .Summary is brief, complete, and accurate. .Summary is prepared with reasonable speed. <u>Numerical:</u> .No more than X errors or omissions of important information in X% of summaries. .Notes include no confidential information.					<u>Functional:</u> .How to gather information from several sources. .How to type. .How to compose a summary. <u>Specific:</u> .Knowledge of what types of information are confidential. .Knowledge of how to use the office typewriter and obtain typing supplies. .Knowledge of format requirements for news releases. .Knowledge of Volunteer Services program.				

Data	People	Things	Data	People	Things	INSTR.	Reas.	Math.	Lang.	TASK-NO.
W.F. - LEVEL			W.F. - ORIENTATION					G. E. D.		
4	3B	1A	45%	50%	5%	3	3	1	4	V.B.3

GOAL:

OBJECTIVE:

TASK:

Presents informal talk to civic group, speaking from written notes, describing and explaining and answering questions about the advantages and benefits of the Volunteer Services Program, in order to inform and encourage the group to become volunteers.

PERFORMANCE STANDARDS

Descriptive:

- .Explanation is clear, complete, accurate, concise, and convincing.
- .Enthusiastic presentation.
- .Pleasant manner; speaks loudly and clearly.

Numerical:

- .Less than X% of those attending complain of inadequate information.
- .Less than X% of those attending complain about the worker's manner or complain that they could not understand the worker.
- .X% of those attending become involved in volunteer services in X period of time.

TRAINING CONTENT

Functional:

- .How to influence specific audience in favor of a course of action.
- .How to speak from an outline.

Specific:

- .Knowledge of Volunteer Service Program's purposes and procedures.
- .Knowledge of specific audience's potential for becoming volunteers.

Data	People	Things	Data	People	Things	Reas.	Math.	Lang.	TASK-NO.
W.F. - LEVEL	W.F. - ORIENTATION	W.F. - ORIENTATION	W.F. - ORIENTATION	W.F. - ORIENTATION	W.F. - ORIENTATION	INSTR.	G. E. D.		
4	1A	1A	90%	5%	5%	4	3	4	Y.C.1
GOAL:					OBJECTIVE:				
TASK: Examines and evaluates the qualifications, personal characteristics, etc., of potential volunteers in relation to a specific request for services, basing judgments on recommendations, a personal knowledge of people in the community, institutional records on past volunteer projects, in order to decide which person to ask to volunteer for a specific request.									
PERFORMANCE STANDARDS					TRAINING CONTENT				
Descriptive: .Evaluation is complete, accurate. .Decision is consistent with available information. .Individual selected meets specifications of person making request.					Functional: .How to evaluate information in relation to criteria: how to select a potential volunteer in relation to a brief description of the person and the service wanted.				
Numerical: .Over X period of time, X% of the workers requesting volunteers report that the volunteer selected met the specifications of their request. .Over X period of time, no more than X volunteers are rejected for further service by the staff member making the request.					Specific: .Knowledge of agency programs. .Knowledge of specific request and characteristics/qualifications of various volunteers.				

Data	People	Things	Data	People	Things	Reas.	Math.	Lang.	TASK NO.
W.F. LEVEL			W.F. ORIENTATION			G. E. D.			
4	1A	1A	90%	5%	5%	4	2	4	V.C.2
GOAL:					OBJECTIVE:				
TASK: reviews/evaluates planning for an activity (party/luncheon/meeting) in relation to availability of volunteers, their interests and capabilities, in order to determine which volunteers to ask to perform specific duties.									
PERFORMANCE STANDARDS					TRAINING CONTENT				
<u>Descriptive:</u> .Evaluation is complete, accurate. .Decisions are consistent with available information. <u>Numerical:</u> .All activities for party are included in decision. .Less than X number of complaints that decision was unrealistic or inappropriate.					<u>Functional:</u> .How to review/evaluate information with regard to a specific need. <u>Specific:</u> .Knowledge of plans for party. .Knowledge of availability, interests, and capabilities of volunteers.				

Data	People	Things	Data	People	Things	Reas.	Math.	Lang.	TASK-NO.
W.F. - LEVEL			W.F. - ORIENTATION			INSTE.	G. E. D.		
4	5	1A	40%	55%	5%	4	3	4	V.C.3

GOAL:

OBJECTIVE:

TASK:

Verbally assigns tasks/gives directions to the clerical staff/worker of a Volunteer Service Unit, explaining and answering questions about prescribed and discretionary elements of procedures and performance requirements, based upon prior assessment of operation flow, work load, and worker's capability, in order to ensure that the worker understands his duties and responsibilities.

PERFORMANCE STANDARDS

Descriptive:

- .Directions and explanations are clear, concise.
- .Considerate, patient, and tactful attitude toward worker.

Numerical:

- .Over X period of time, fewer than X complaints from clerical staff that instructions are unclear or unrealistic.

TRAINING CONTENT

Functional:

- .How to communicate: explain/ relate general information to a specific situation and individual.

Specific:

- .Knowledge of Volunteer Service Unit: work flow, procedures, performance standards.
- .Knowledge of worker involved.

Data	People	Things	Data	People	Things	Reas.	Matn.	Lang.	TASK-NO.
W.F. - LEVEL			W.F. - ORIENTATION				G. E. D.		
3B	2	1A	30%	65%	5%	2	1	3	V.D.1

OBJECTIVE:

GOAL:

TASK:

Talks with/listens to/asks questions of an individual making a request for volunteer services, getting a brief description of the type of person and service wanted, and writes/enters information on Volunteer Service request form, following S.O.P., in order to complete form requesting Volunteer Service.

PERFORMANCE STANDARDS

Descriptive:

- .Form is complete and accurate.
- .Manner is pleasant and courteous.

Numerical:

- .Over X period of time, no more than X complaints about the worker's attitude or approach.
- .No more than X forms are incomplete or contain inaccurate information.

TRAINING CONTENT

Functional:

- .How to ask questions of specific audience.
- .How to identify/select information from a mass of data.
- .How to write answers to questions on forms.

Specific:

- .How to use Volunteer Service form.

LEGAL

(L) .

- A. Agency Fair Hearings .
- B. Employee Grievance
- C. Compliance Issues
- D. Contracts

Data		People		Things		Data		People		Things		Reas.		Math.		Lang.		TASK-P.O.	
W.F. - LEVEL						W.F. - ORIENTATION						INSTR.		G. E. D.					
3B	2	1A	30%	65%	5%	3	3	1	4										L.A.1
GOAL:										OBJECTIVE:									
TASK: Describes/answers questions/explains to claimant (recipient requesting hearing) following prescribed procedure, the duties of the appeals officer, procedure to be followed, and the rights of the claimant, in order that claimant knows his rights and will be able to raise objections if prescribed procedure is not followed.																			
PERFORMANCE STANDARDS										TRAINING CONTENT									
<u>Descriptive:</u> . Explanation to claimant is simple and clear. . Explanation is concise and thorough. . Is warm and polite in manner. <u>Numerical:</u> . Gives explanation to every claimant. . X% of claimants are able to raise objections as necessary.										<u>Functional:</u> . How to read: procedures and manuals, legal documents. . How to explain: manuals, procedures, etc, to specific audience. <u>Specific:</u> . Knowledge of agency policy, procedures, and resources for handling legal claims. . Knowledge of particular case/claimant to be heard.									

Data	People	Things	Data	People	Things	Reas.	Matn.	Lang.	TASK NO.
W.F. - LEVEL			W.F. - ORIENTATION			G. E. D.			
3B	4A	1A	40%	50%	10%	4	3	1	4
GOAL:						OBJECTIVE:			
TASK:						Describes/explains/answers client's questions about agency policy and procedure concerning hearings, using own knowledge and experience, and referring to sources as necessary, in order to supply client with enough information to make a request for a hearing.			
PERFORMANCE STANDARDS						TRAINING CONTENT			
<u>Descriptive:</u> . Information is complete, accurate, and concise. . Is sensitive and understanding of client.						<u>Functional:</u> . How to read/understand: policy manuals. . How to relate/explain procedures to specific audience.			
<u>Numerical:</u> . Over period of time less than x complaints due to inaccuracy or worker's attitude. . No more than x requests for hearings are denied as a result of incomplete/inaccurate explanation/information.						<u>Specific:</u> . Knowledge of agency policy and procedure for hearing request. . Knowledge of client's situation.			

Data	People	Things	Data	People	Things	Reas.	Math.	Lang.
W.F. - LEVEL			W.F. - ORIENTATION			G. E. D.		TASK P.J.
2	1A	2B	40%	30%	30%	2	1	4

L.A.3

OBJECTIVE:

GOAL:

TASK: Listens to and writes down testimony of agency representative and recipient/claimant or his representative during hearing, on stenotype machine, in order to record all testimony given on case.

PERFORMANCE STANDARDS

Descriptive:

- . Records testimony with reasonable speed and accuracy.
- . Notes are thorough.

Numerical:

- . Records all information given.
- . Over period of time, less than x% complaints of records lacking testimony.
- . No more than x instances of person typing manuscript being unable to transcribe.

TRAINING CONTENT

Functional:

- . How to take dictation/operate stenotype.

Specific:

- . Knowledge of any specific procedures/formats for taking notes.

Data	People	Things	Data	People	Things	Reas.	Math.	Lang.	TASK NO.
W.F.	LEVEL		W.F.	ORIENTATION		G.	E.	D.	
4	1A	1A	80%	10%	10%	4	5	3	4
									L.A.4

OBJECTIVE:

TASK: Evaluates/assesses/reviews any medical histories for claimants or persons involved in case in relation to agency policy and criteria for recommending hearing or other legal precedents, in order to determine whether further medical consultation is required.

PERFORMANCE STANDARDS

Descriptive:

- . Makes analysis with reasonable speed and accuracy.
- . Judgments are consistent with available data.

Numerical:

- . Completes task within x days of scheduled hearing.
- . No more than x% hearings cannot be completed according to schedule due to inaccurate or incomplete information or analysis.

TRAINING CONTENT

Functional:

- . How to read and interpret: medical histories, case records, policy and procedure manuals.
- . How to determine need for information on the basis of criteria/precedent.

Specific:

- . Knowledge of agency policies and procedures.
- . Knowledge of client's situation.

Data		People		Things		Data		People		Things		Reas.		Matn.		Lang.	
W.F. - LEVEL						W.F. - ORIENTATION						INST.		G. E. D.		TASK - I.J.	
4	1A	1A		1A		80%		10%		10%		4	5	3		4	L.A.5
GOAL:																	
OBJECTIVE:																	
TASK: Assesses/evaluates new data presented by client or representative after the formal hearing in relation to criteria for re-opening case, in order to determine whether there is sufficient new information to re-open the case.																	
PERFORMANCE STANDARDS									TRAINING CONTENT								
<u>Descriptive:</u> - Decision is consistent with available data. - Analysis is accurate, thorough, unbiased. <u>Numerical:</u> - Completes task according to schedule. - Over period of time less than x% complaints due to inaccuracy or incompleteness of evaluation, or negative/biased attitude. - No more than x% of evaluation result in case being re-opened unnecessarily, or in failure to re-open case for which sufficient new information is presented.									<u>Functional:</u> - How to read/evaluate information in relation to a specific need or criteria. <u>Specific:</u> - How to obtain new data. - Knowledge of criteria for re-opening case. - Knowledge of case background and hearing records.								

Data	People	Things	Data	People	Things	INSTR.	Reas.	Math.	Lang.	TASK-P.J.
W.F.	LEVEL		W.F.	ORIENTATION			G.	E.	D.	
4	1A	1A	90%	5%	5%	3	4	3	4	L.A.6
GOAL:						OBJECTIVE:				
TASK: Examines/evaluates cases in relation to written policy and procedural manuals and social and medical histories submitted, in order to determine whether case requires formal hearing.										
PERFORMANCE STANDARDS						TRAINING CONTENT				
<u>Descriptive:</u> - Decision is consistent with available data. - Makes analysis with reasonable speed and accuracy. - Evaluations are thorough and complete. <u>Numerical:</u> - Reviews and makes determination on such cases within <u>x</u> days after they are received. - No more than <u>x%</u> of cases reviewed returned because of incorrect decision.						<u>Functional:</u> - How to read: policy/procedural manuals, medical and social histories. - How to evaluate specific cases in relation to general criteria. <u>Specific:</u> - Knowledge of the policy and procedure: manuals to be used. - How/where to obtain social and medical histories and cases. - Knowledge of form/organization and content of documents.				

Data	People	Things	Data	People	Things	INSTR.	Reas.	Math.	Lang.	TASK·FJ.
W.F. - LEVEL			W.F. - ORIENTATION							
4	4A	1A	40%	55%	5%	5	4	1	4	L.A.7

GOAL:

OBJECTIVE:

TASK: Gives information and ideas based on personal experience with problem cases and training to appeals officers, upon request, in order to suggest possible alternative methods for handling the case.

PERFORMANCE STANDARDS

Descriptive:

- . Is clear, concise, and thorough in providing information.
- . Information is clear, concise and complete.
- . Alternatives suggested are feasible.

Numerical:

- . Over period of time less than x% complaints because presentation of information is unclear, incomplete, or unfeasible.

TRAINING CONTENT

Functional:

- . How to present/explain/relate information to specific audience.
- . How to read/interpret: case records,
- . How to select a workable alternative on the basis of criteria and theory.

Specific:

- . Knowledge of specific case situation.
- . Knowledge of the different appeals officers.
- . Knowledge of agency policy and procedures.
- . Knowledge of resources available and how to obtain.

Data		People		Things		Data		People		Things		Instr.		Reas.		Math.		Lang.		TASK P.P.	
W.F. - LEVEL						W.F. - ORIENTATION															
4	4A	1A		30%		60%		10%		5		5		3		4					L.A. 8
GOAL:																					
TASK: Discusses with/questions parties to case undergoing hearing about testimony given, referring to criteria (Public Assistance Manual, previous hearings, or other legal precedents) in order to define or clarify testimony.																					
PERFORMANCE STANDARDS											TRAINING CONTENT										
<u>Descriptive:</u> - Questions are clear, concise, pertinent. - Questioning is thorough and unbiased, and provides necessary information/clarification/definition. - Completes task with reasonable speed. - Manner is courteous.											<u>Functional:</u> - How to elicit information from specific audience. - How to evaluate testimony in relation to criteria and precedent.										
<u>Numerical:</u> - Over period of time less than <u>x</u> complaints about attitude or manner. - No more than <u>x</u> complaints that questions asked were irrelevant, unclear, biased, or imprecisely worded. - Questioning succeeds in obtaining necessary information in <u>x</u> of cases. - No more than <u>x</u> complaints that hearing was unnecessarily delayed by worker.											<u>Specific:</u> - Knowledge of agency policy and procedures for questioning parties. - Knowledge of Public Assistance Manual and other documents: how to obtain, how organized. - Knowledge of background of case and client.										

Data		People		Things		Data		People		Things		Instr.		Reas.		Math.		Lang.		TASK. P.J.	
W.F. - LEVEL						W.F. - ORIENTATION										G. E. D.					
4	1A	1A	1A	80%	15%	5%	5	5	3	4	L.A.9										
GOAL:												OBJECTIVE:									
TASK:												Examines/evaluates cases for which formal hearing is unnecessary in relation to the Public Assistance Manual and other legal precedents, in order to make disposition of case.									
PERFORMANCE STANDARDS												TRAINING CONTENT									
<u>Descriptive:</u> - Examination is accurate and thorough. - Report is clear and concise. <u>Numerical:</u> - Must examine case and write report within x days after receiving it from clerk. - Over period of time less than x complaints because report is unclear or examination is incomplete.												<u>Functional:</u> - How to analyze case information and decide on action to be taken. <u>Specific:</u> - Knowledge of agency policy and procedure (Public Assistance Manual). - Knowledge of socio-economic background of case. - Knowledge of previous case records. - Knowledge of time limit for each case.									

Data	People	Things	Data	People	Things	INSTR.	Reas.	Math.	Lang.	TASK-P.J.
W.F.	LEVEL		W.F.	ORIENTATION			G. E. D.			
4	1A	1A	80%	10%	10%	4	5	3	4	L.A.10
GOAL:						OBJECTIVE:				
TASK: Reads/examines/evaluates cases scheduled for hearing in relation to case briefing requirements, referring to sources as necessary, but relying on own knowledge and experience, and writes/composes brief, following SOP for format, in order to prepare case brief.										
PERFORMANCE STANDARDS						TRAINING CONTENT				
<u>Descriptive:</u> - Examines case with reasonable speed and accuracy. - Examination is thorough and complete. - Case briefings can be made clearly, concisely, and thoroughly from evaluation and examination.						<u>Functional:</u> - How to read: case histories, manuals, legal documents. - How to select data according to criteria/purpose. - How to write: case brief.				
<u>Numerical:</u> - Evaluates all pertinent case information x days before hearing. - No more than x complaints that brief is unclear, inadequate, or superfluous.						<u>Specific:</u> - Knowledge of agency policy and procedure, resources for ascertaining (Public Assistance Manual), other library material which can be used. - Knowledge of purpose of particular hearing. - Knowledge of particular case to be heard.				

Data	People	Things	Data	People	Things	INSTR.	Reas.	Math.	Lang.	TASK
W.F. - LEVEL			W.F. - ORIENTATION							P.J.
4	1A	1A	90%	5%	5%	5	5	3	4	L.A.11
GOAL:						OBJECTIVE:				
TASK: Evaluates/assesses all information from testimony given by claimant/witnesses and agency representatives in relation to Public Assistance Manual or other legal precedents, in order to decide on disposition of case.										
PERFORMANCE STANDARDS						TRAINING CONTENT				
<u>Descriptive:</u> . Does analysis of case with reasonable speed, accuracy, and thoroughness. . Decision is consistent with available data. <u>Numerical:</u> . Over period of time less than x% complaints that decision was inaccurate or biased. . Decision is made within agency schedule.						<u>Functional:</u> . How to evaluate information in relation to criteria and theory. . How to read/interpret: manuals, legal documents. <u>Specific:</u> . Knowledge of agency policy and procedure. . Knowledge of background of case.				

Data	People	Things	Data	People	Things	INSTR.	Reas.	Matn.	Lang.	TASK NO.
W.F.	LEVEL		W.F.	ORIENTATION			G.	E.	D.	
4	4A	1A	50%	45%	5%	5	5	1	5	L.B.1
GOAL:						OBJECTIVE:				
TASK: Listens to/talks with worker regarding situation in which he believes he was illegally discriminated against, obtaining information from worker, and evaluates/assesses situation in relation to Title VI of the 1964 Civil Rights Act, in order to determine if person was treated justly under the law.										
PERFORMANCE STANDARDS						TRAINING CONTENT				
<u>Descriptive:</u> . Manner is pleasant and courteous. . Evaluation is accurate and complete. . Decision is consistent with available data. <u>Numerical:</u> . Less than x number of complaints because of worker's attitude/manner. . Less than x% of decisions made over period of time are legally invalid.						<u>Functional:</u> . How to elicit information from specific audience. . How to evaluate specific information against general criteria. . How to read/interpret: legal documents. <u>Specific:</u> . Thorough knowledge of 1964 Civil Rights Act: interpretations and precedents. . Knowledge of procedures for documenting/proving instances of discrimination. . Knowledge of information required to substantiate claim.				

Data	People	Things	Data	People	Things	Reas.	Math.	Lang.	TASK
W.F.	LEVEL		W.F.	ORIENTATION		INSTR.	G. E. D.		P.J.
4	6	1A	30%	65%	5%	5	3	5	L.C.11
GOAL:					OBJECTIVE:				
TASK: Presents/explains/discusses decision reached by appeals office on certain sustained cases with county personnel, bargaining over terms of compliance, in order to obtain agreement from counties on terms of compliance with decision of appeals officer.									
PERFORMANCE STANDARDS					TRAINING CONTENT				
<u>Descriptive:</u> . Is polite and tactful but firm. . Agreement is reached. . Explanation is thorough and concise. . Completes task in reasonable time. <u>Numerical:</u> . Over period of time less than x% complaints from county personnel because of worker's approach/manner, lack of thoroughness or conciseness of explanation. . Agreement is reached in x% of cases.					<u>Functional:</u> . How to read: appeals decisions. . How to negotiate: how/when to concede a point; present information to specific audience. <u>Specific:</u> . Knowledge of county personnel. . Knowledge of problems which may arise over compliance and how to solve them. . Knowledge of background and records of case and decision.				

Data.		People	Things	Data	People	Things	Reas.		Math.	Lang.	TASK-PO.	
W.F. - LEVEL				W.F.	ORIENTATION		G. E. D.					
4	1A	1A	85%	5%	10%	3	4	3	6	L.D.1		
GOAL: OBJECTIVE:												
TASK: Writes/composes contract between service provider and agency, considering requirements of agency stated in Request for Proposal, and of provider as stated in proposal submitted, in order to draft contract for negotiation.												
PERFORMANCE STANDARDS <u>Descriptive:</u> - Contract prepared fulfills legal requirements for form, content, and language. <u>Numerical:</u> - X% of contracts prepared fulfill agency, contractor, and legal requirements for form, content, and language.						TRAINING CONTENT <u>Functional:</u> - How to read and interpret: legal documents, contracts, records of contract negotiations. - How to write: legal and binding contracts combining several sets of requirements. <u>Specific:</u> - Knowledge of the requirements of the agency and provider. - Knowledge of specific form/language requirements for contracts by specific state/district/federal courts.						

F.J.A.

(F)

- A. Observation/Interview
- B. Analysis
- C. Recording/Filling out Forms

Data	People	Things	Data	People	Things	INSTR.	Reas.	Math.	Lang.	TASK NO.
W.F. - LEVEL			W.F. - ORIENTATION							
3B	2	1A	40%	55%	5%	4	4	1	4	F.A.1

GOAL:

OBJECTIVE:

TASK: Asks questions/listens to/rephrases answers of/cross-questions the interviewee concerning his job, briefly noting the answers, following prepared Task Analysis interview outline in accordance with SOP, in order to gather information to be used in completing Task Analysis Worksheets.

PERFORMANCE STANDARDS

Descriptive:

- .The interview proceeds with reasonable speed and stays on the topic.
- .Worker does not "lead" the interviewee into omitting or including information that alters the actual character of the job.
- .Worker's manner is pleasant and friendly.

Numerical:

- .. All desired information is obtained in X% of interviews.
- .Over X period of time, no more than X interviewees complain that worker misinterpreted what they said.
- .Over X period of time, no more than X interviewees complain of worker's approach, manner, attitude.

TRAINING CONTENT

Functional:

- .How to communicate: ask questions, elicit and clarify responses.
- .How to identify/select relevant information from a mass of data.

Specific:

- .Knowledge of information required for task analysis worksheet.
- .Knowledge of interview outline.
- .Knowledge of worker-interviewee and work situation.

Data	People	Things	Data	People	Things	Reas.	Math.	Lang.	TASK NO.
	W.F. - LEVEL		W.F. - ORIENTATION				G. E. D.		
4	3A	1A	40%	50%	10%	3	1	4	FA 2

GOAL:

OBJECTIVE:

TASK: Talks with worker/interviewee, explaining/reassuring him regarding the purpose/use of task analysis and the purpose of the interview, answering questions as necessary, showing/explaining sample work sheet and Task Bank, in order to put worker at ease and increase his understanding of the reason for the interview.

PERFORMANCE STANDARDS

Descriptive:

- .Explanation is clear, accurate.
- .Worker is patient, friendly, pleasant, and not overbearing.

Numerical:

- .Over X period of time, no more than X complaints that the worker's explanation was misleading, inaccurate, or unclear.
- .Over X period of time, no more than X complaints about worker's attitude, manner, or approach.

TRAINING CONTENT

Functional:

- .How to communicate: explain information about FJA techniques in relation to specific situation/audience.

Specific:

- .Knowledge of interview procedure and purpose, worksheet, Task Bank.
- .Knowledge of the worker and the work situation.

Data	People	Things	Data	People	Things	Reas.	Math.	Lang.	TASK - F.J.
W.F. - LEVEL			W.F. - ORIENTATION			INSTR.	G. E. D		
4	4A	1A	40%	55%	5%	5	4	1	4
									F.A.3

GOAL:

OBJECTIVE:

TASK: Discusses/explains/examines information obtained from interview with worker with that worker's supervisor, in relation to actual work and performance standards supervisor expects of worker interviewed, in order to find out areas of agreement/disagreement between supervisor and worker, and/or to clarify/modify the information obtained from interview with worker.

PERFORMANCE STANDARDS

Descriptive:

- . Explanation/discussion is clear, concise, pertinent, and thorough.
- . Evaluation is complete and consistent with available information.
- . Manner is pleasant and tactful.

Numerical:

- . Over X period of time, no more than X complaints from supervisor that worker misinterpreted the information he provided.
- . Less than X complaints regarding worker's manner.

TRAINING CONTENT

Functional:

- . How to communicate: explain information; ask questions for clarification.
- . How to evaluate information in relation to criteria: how to use FJA theory and techniques.

Specific:

- . Knowledge of specific work situation and supervisor.
- . Knowledge of information on task work-sheet.

Data		People		Things		Data		People		Things		Reas.		Math.		Lang.		TASK-I.J.	
W.F. - LEVEL						W.F. - ORIENTATION						INSTR.		G. E. D.					
4	1A	1A	1A	90%	5%	5%	5%	5	4	1	4								F.B.1
GOAL:										OBJECTIVE:									
TASK: Reads/evaluates job description information in relation to standards/techniques of task analysis (F.J.A.), determining areas needing clarification, and writing/noting questions to ask to obtain clarification, in order to prepare outline for interviewing workers and supervisors.																			
PERFORMANCE STANDARDS										TRAINING CONTENT									
<u>Descriptive:</u> - Evaluation is complete, accurate, and consistent with available data. - Outline is clear and thorough.										<u>Functional:</u> - How to read: job descriptions. - How to review/evaluate information in relation to criteria: how to use/apply theory and techniques of FJA.									
<u>Numerical:</u> Outline covers X% of areas which need clarification.										<u>Specific:</u> Knowledge of available job description information: how to obtain.									

Data	People	Things	Data	People	Things	Reas.	Math.	Lang.	TASK NO.
W.F. - LEVEL			W.F. - ORIENTATION				G. E. D.		
4	1A	1A	90%	5%	5%	5	2	5	F.B.2

GOAL:

OBJECTIVE:

TASK: Examines, evaluates information from job descriptions, interview notes, and procedural manuals, in relation to guidelines, scales, and standards of Functional Job Analysis (FJA), and formulates/ composes/ writes task statement, training content requirements, performance standards, and determines functional levels, in order to complete task analysis worksheet.

PERFORMANCE STANDARDS

Descriptive:

- .Worksheets are complete and meet the standards of FJA.
- .Worksheets are easy to read and understand.
- .The content of the worksheet is representative of a feasible work situation within the agency/department.

Numerical:

- .A rating by another person skilled in task analysis differs by no more than 1 point in one or two areas/scales.

TRAINING CONTENT

Functional:

- .How to analyze a worker's performance in relation to criteria: FJA.
- .How to use/apply the guidelines, scales, and standards of FJA.
- .How to write/compose: Task analyses.
- .How to read: Job Descriptions, procedural manuals, interview notes.

Specific:

- .Knowledge of general purpose and functions of the specific worker whose job is being described and analyzed.
- .How to obtain references and supplies for completing worksheets.
- .How to enter information on worksheet.

Data	People	Things	Data	People	Things	Reas.	Math.	Lang.	TASK NO.
W.F. - LEVEL			W.F. - ORIENTATION						
4	1A	1A	90%	5%	5%	5	2	5	F.B.3

GOAL:

OBJECTIVE:

TASK: Examines/evaluates wording of task; statement , performance standards, and training content, and task analysis scale values, in relation to requirements of work actually performed, in order to determine the validity of task statement.

PERFORMANCE STANDARDS

Descriptive:

- .Evaluation is complete and accurate.
- . Decision is consistent with available information.

Numerical:

- .No more than X% disagreement with another worker skilled in task analysis. (X% reliability of assigned levels and ratings.)

TRAINING CONTENT

Functional:

- .How to review/evaluate information in relation to a criteria: FJA theory and techniques.

Specific:

- .Knowledge of the requirements of specific work/ tasks.

CLERICAL

(C)

- A. Record Keeping/Verifying, Bookkeeping, Accounting
- B. Writes/Fills in Forms
- C. Typing
- D. Stenographic/Shorthand
- E. Filing/Assembling Materials
- F. Mailing/Routing
- G. Communications/Receptions
- H. Data Collection/Compiling
- I. Inventories/Acquisitions

Data	People	Things	Data	People	Things	Reas.	Math.	Lang.	TASK
W.F. - LEVEL			W.F. - ORIENTATION				G. E. D.		
4	1A	1A	90%	5%	5%	4	3	4	C.A.1
GOAL:					OBJECTIVE:				
TASK: Examines/evaluates requirements/procedure for submission of bills by Vendor to agency, considering legal and regulatory requirements, in order to decide whether bill can be paid as is, or whether resubmission should be required from Vendor.									
PERFORMANCE STANDARDS					TRAINING CONTENT				
<u>Descriptive:</u> . Evaluation is accurate, complete, and thorough. . Decision is feasible. <u>Numerical:</u> . No more than x complaints from supervisor or Vendor that decision caused unnecessary delay in payment or disruption of agency operations.					<u>Functional:</u> . How to read/interpret: bills/regulatory manuals/guides. . How to review/evaluate specific case or need in relation to general criteria. <u>Specific:</u> . Knowledge of agency manuals and guides regulating billing/accounting procedures.				

Data	People	Things	Data	People	Things	INSTR.	Reas.	Math.	Lang.	TASK NO.
W.F. - LEVEL			W.F. - ORIENTATION					G. E. D.		
1	1A	1A	-85	5	10	2	1	1	1	0.A.2.

GOAL:

OBJECTIVE:

TASK:

Checks/verifies names of clients appearing on bills from doctors, hospitals, or vendors received by agency against names of clients in file of case records, in order to identify bills for services rendered to persons actually participating in agency program.

PERFORMANCE STANDARDS

Descriptive:

- . Completes task with reasonable speed and accuracy.
- . Correctly and completely identifies appropriate bills.

Numerical:

- . Completes task within X days of receipt of bills.
- . Over time no more than X number of unauthorized payments are made or authorized payments are delayed because of worker's error.

TRAINING CONTENT

Functional:

- . How to use a file system: alphabetical order.
- . How to read: names, lists.

Specific:

- . How to use agency files.
- . How to obtain materials.
- . How to locate information (names) on file and bill.

Data		People		Things		Data		People		Things		Reas.		Math.		Lang.		TASK NO.	
W.F. - LEVEL				W.F. - ORIENTATION		85%		5%		10%		INSTR.		G. E. D.					
1	1	1	1	85%	5%	10%	2	1	1	2									C, A, B
GOAL:										OBJECTIVE:									
TASK: Checks/compares name of client, amount of payment, and particular budget account from which payment is to be drawn appearing on payment check against list of payments authorized by the director, in order to insure that only authorized payments are made.																			
PERFORMANCE STANDARDS										TRAINING CONTENT									
<u>Descriptive:</u> .Checks material accurately and with reasonable speed. <u>Numerical:</u> .Must make all reviews within X days after receipt of materials. .Over period of time, less than X no. of unauthorized payments are made because of worker error.										<u>Functional:</u> .How to read: compare two sets of data to find differences. <u>Specific:</u> .Knowledge of S.O.P. for indicating authorization of payment. .How to find information required on check and on list. .How to obtain materials: checks and list.									

Data	People	Things	Data	People	Things	INSTR.	Reas.	Math.	Lang.	TASK-PJ.
W.F. - LEVEL			W.F. - ORIENTATION				G. E. D.			
3A	1A	2B	75%	5%	20%	2	2	3	2	C.A.4
GOAL:						OBJECTIVE:				
TASK: Posts/adds/totals figures/entries in general ledger accounts using adding machine or calculator, following S.O.P., in order to compute and record information on assets, liabilities, revenue, and expenditures.										
PERFORMANCE STANDARDS						TRAINING CONTENT				
Descriptive: .Totals are written legibly. .Computations are accurate and completed with reasonable speed.						Functional: .How to do math involving fractions/decimals. .How to operate an adding machine and calculator.				
Numerical: .No more than <u>x</u> errors or illegibilities per <u>x</u> entries.						Specific: .Knowledge of S.O.P. for computing and entering information in ledger. .Knowledge of how to operate <u>x</u> type of adding machine and calculator.				

Data		People		Things		Data		People		Things		Instr.		Reas.		Math.		Lang.		TASK-PJ.	
W.F. - LEVEL						W.F. - ORIENTATION										G. E. D.					
3A	1A	1A		1A		75%		5%		20%		2		2		3		3		C.A.5	
GOAL:												OBJECTIVE:									
TASK: Adds/totals figures in ledger on the amount of county funds used for specific programs, using an adding machine and a calculator, and enters/posts information in ledger according to S.O.P., in order to provide information showing the amount of funds expended by the county.																					
PERFORMANCE STANDARDS												TRAINING CONTENT									
<u>Descriptive:</u> .Computations are correct and entered legibly. .Completes task with reasonable speed. <u>Numerical:</u> .No. more than X errors or illegibilities per X entries.												<u>Functional:</u> .How to do math involving sums of money. .How to use a ledger. .How to operate adding machine and calculator. <u>Specific:</u> .Knowledge of ledger system for recording expenditures of county funds. .Knowledge of how to operate X type of adding machine and calculator.									

Data	People	Things	Data	People	Things	INSTR.	Reas.	Math.	Lang.	TASK NO.
W.F. -- LEVEL			W.F. - ORIENTATION					G. E. D.		
2	1A	-	1A	85%	5%	10%	1	1	2	C, A, G
GOAL: OBJECTIVE:										
TASK: Writes/copies listing of each day's food coupon mail transactions from incoming forms indicating coupons mailed, according to agency procedures and formats, in order to maintain records of daily participation for statistical purposes.										
PERFORMANCE STANDARDS						TRAINING CONTENT				
<u>Descriptive:</u> .Listing is complete, accurate, and legible. .Completes task in reasonable time. <u>Numerical:</u> .Less than X no of errors or omissions in X no. of listings. .Completes list within X hours of receiving instructions.						<u>Functional :</u> .How to read and write: numbers, names, lists and forms. <u>Specific:</u> .Knowledge of agency procedure/format for listing. .How to obtain materials and supplies. .How to obtain and find information on forms indicating food coupons mailed.				

Data	People	Things	Data	People	Things	INSTR.	Reas.	Math.	Lang.	TASK NO.
W.F.	--	LEVEL	W.F.	--	ORIENTATION			G. E. D.		
2	1A	1A	80%	10%	10%	1	1	1	2	C, A, 7

GOAL:

OBJECTIVE:

TASK: Enters/writes date of completion of case planning and classification on assignment roster according to S.O.P., in order to record completion of case classification assignment.

PERFORMANCE STANDARDS

Descriptive.

- .Enters date on form clearly and accurately, according to S.O.P.
- .Completes task in reasonable time.

Numerical

- . No more than X no. of errors or illegibilities in copying per X no. of entries made.
- .Completes entry of date within X hours of receipt of instructions.

TRAINING CONTENT

Functional:

- .How to read and write: numbers (dates names.

Specific:

- .Knowledge of S.O.P. for filling in data on assignment roster: where/how to enter information.
- .How to obtain information that case planning and classification has been completed.
- .Knowledge of how to obtain assignment roster, and supplies and materials.

Data	People	Things	Data	People	Things	Reas.	Math.	Lang.	TASK NO.
W.F. - LEVEL			W.F. - ORIENTATION			G. E. D.			
3B	1	1A	85%	5%	10%	3	1	3	C.A. 8
GOAL:						OBJECTIVE:			
TASK: Selects/pulls case record of client from own desk file, and reads/reviews record of dates of appointments and notes of actions taken, checking against agency guidelines but relying on own knowledge of each case's special characteristics, in order to identify files of those clients whose cases are no longer active.									
PERFORMANCE STANDARDS						TRAINING CONTENT			
<u>Descriptive:</u> .Completes task with reasonable speed and accuracy. <u>Numerical:</u> .Expanding file must be reviewed and reorganized regularly every two months. .Less than X% inactive case records retained in file. .Less than X% active case records removed from file.						<u>Functional:</u> .How to use a file system: alphabetical or numerical order. .How to judge/categorize data in relation to criteria. <u>Specific:</u> .Knowledge of location and organization of files and materials. .Knowledge of agency guidelines for time lapse allowable between different kinds of case actions; resources for ascertaining. .Knowledge of S.O.P. for forms: how to find information on them; where they are located in file. .Knowledge of special case schedules as they apply to specific client.			

Data	People	Things	Data	People	Things	Reas.	Math.	Lang.	TASK NO.
W.F. - LEVEL			W.F. - ORIENTATION				G. E. D.		
3B	1A	1A	85%	5%	10%	2	3	3	C. H. 9

GOAL:

OBJECTIVE:

TASK: Reads/scans completed forms, noting and correcting errors in spelling, math, dates, etc., and compares data on forms with data in case record, making any necessary changes or additions on forms, in order to insure accurate/complete information is recorded on form.

PERFORMANCE STANDARDS

Descriptive:

- .Information on forms is accurate and complete.
- .Completes task with reasonable speed.

Numerical:

- .Scans all records and forms completed.
- .Less than X% of forms are returned due to inaccurate or incomplete information.

TRAINING CONTENT

Functional:

- .How to read and write: how to transcribe material from one form to another.
- .How to compare written material to find and correct errors.

Specific:

- .Knowledge of forms and data contents.
- .How to use agency regulations and guides with regard to forms.
- .Sufficient familiarity with budget to recognize errors in computation.
- .Knowledge of case record/how to find information.

Data	People	Things	Data	People	Things	INSTR.	Reas.	Math.	Lang.	TASK-P.J.
W.F. - LEVEL			W.F. - ORIENTATION							
2	1A	1A	80%	10%	10%	1	1	1	2	C.A.10
GOAL:						OBJECTIVE:				
TASK: Reads/scans service request checklists returned by clients, and lists case identifying information of those expressing interest in obtaining employment or training, in order to prepare list of clients requesting such services.										
PERFORMANCE STANDARDS						TRAINING CONTENT				
<u>Descriptive:</u> .List is accurate, complete, and legible. .Completes task with reasonable speed. <u>Numerical:</u> .No more than X% of clients expressing interest in training or employment are omitted from list. .No more than X no. of transcription errors or illegibilities per X no. of entries on list.						<u>Functional:</u> .How to read and write: How to transcribe material from one form to another. <u>Specific:</u> .Knowledge of S.O.P. for list: What information should be included; how to obtain information (where it is located on form); how to enter information (where to put it on list/in what order to list information).				

Data	People	Things	Data	People	Things	INSTR.	Reas.	Math.	Lang.	TASK NO.
2	W.F. - LEVEL	1A	W.F. - ORIENTATION	5%	15%	1	2	1	2	C.A. 11
GOAL:						OBJECTIVE:				
TASK: Visually checks case records of clients assigned to him once a month, and notes names of clients for whom contact is due and type of service to be rendered on review scheduling cards, in order to prepare a listing of clients to contact during coming month.										
PERFORMANCE STANDARDS						TRAINING CONTENT				
Descriptive: .Listing is complete and accurate. .Handwriting is legible. .Completes task with reasonable speed.						Functional: .How to apply general criteria to specific situations. .How to check one set of data against another. .How to Transcribe data from one record to another.				
Numerical: .No more than X% of clients due for review are omitted from list. .No more than X no. of errors in information entered on cards. .List completed according to schedule.						Specific: .Knowledge of S.O.P. for filling out cards/ list: how/where to obtain information; criteria for judging whether or not client is due for review and resources for ascertaining; what information is required to complete forms. .How to use agency files.				

Data	People	Things	Data	People	Things	INSTR.	Reas.	Math.	Lang.	TASK NO.
W.F. - LEVEL			W.F. - ORIENTATION							
2	1A	2B	60%	5%	35%	2	2	1	2	C.A. 2

GOAL:	OBJECTIVE:
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TASK: Selects/pulls active case records of clients from file, and types/transcribes list of specified data from records according to S.O.P., in order to prepare list from which monthly report may be prepared.
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PERFORMANCE STANDARDS	TRAINING CONTENT
<u>Descriptive:</u> .List is complete and accurate. .Completes list within reasonable time. .Types with reasonable speed and accuracy. <u>Numerical:</u> .No more than X no. of errors in typing or transcription on any list. .Over X period of time, X% of lists contain data on all active clients as of 1st working day of each month. .List completed according to schedule. .Types X w.p.m.	<u>Functional:</u> .How to type: lists/forms .How to use file system: Alphabetical and numerical order. <u>Specific:</u> .Knowledge of agency requirements for content and format of list. .How to use agency file system: location and organization of files; how active cases are indicated on filed records.

Data	People	Things	Data	People	Things	Reas.	Math.	Lang.	TASK NO.
W.F. - LEVEL			W.F. - ORIENTATION				G. E. D.		
3B	1A	1A	85%	5%	10%	3	1	3	C, A, 1, 2
GOAL: OBJECTIVE:									
TASK: Checks/compares information on cards supplied by the State Board of Vital Statistics regarding children with birth defects with/against agency records of and guidelines for participation in program for rehabilitation of such children, in order to identify/select cards identifying those eligible for, but not participating in, program.									
PERFORMANCE STANDARDS						TRAINING CONTENT			
<u>Descriptive:</u> .Performs task with reasonable speed and accuracy. .Checks all cards against records. <u>Numerical:</u> .Completes identification within X time of receipt of cards. .No more than X% of selected cards identify persons already participating in program or persons ineligible for participation.						<u>Functional:</u> .How to use a file system: alphabetical or numerical order. .How to compare one set of data with another to identify likenesses and differences. .How to read and understand instructions or guidelines of a general nature and apply them to specific cases. <u>Specific:</u> .Knowledge of agency guidelines for participation and resources for ascertaining. .Knowledge of location and organization of files.			

Data	People	Things	Data	People	Things	Reas.	Math.	Lang.	TASK NO.
W.F. - LEVEL			W.F. - ORIENTATION				G. E. D.		
1	1A	1A	85%	5%	10%	1	1	1	6, A, 14
GOAL:						OBJECTIVE:			
TASK: Compares names appearing on vital statistics cards returned by clients with record of cards sent out, and checks off/marks names of clients returning cards on list according to S.O.P., in order to maintain record of cards not yet returned.									
PERFORMANCE STANDARDS						TRAINING CONTENT			
<u>Descriptive:</u> .Completes task accurately and with reasonable speed. .Record is complete and legible. <u>Numerical:</u> .Checks off all names from returned cards within X no. of days after receipt. .Over X. period of time, less than X no. of complaints from any other office staff because of inaccurate, incomplete, or illegible record.						<u>Functional:</u> .How to read: names, lists. <u>Specific:</u> .Knowledge of S.O.P. for record: how to mark it; where to find it.			

Data		People		Things		Data		People		Things		Instr.		Reas.		Math.		Lang.		TASK P.J.	
W.F. - LEVEL		1A		1A		W.F.		90%		5%		5%		2		3		2		C.A.15	
3A		1A		1A		90%		5%		5%		2		3		2		C.A.15			
GOAL:										OBJECTIVE:											
TASK: Fills out/writes/transcribes amount of sick leave/vacation time taken by employee from daily record to employee's time chart, and adds/computes and records total number of hours taken for each category, in order to keep record of leave taken.																					
PERFORMANCE STANDARDS										TRAINING CONTENT											
<u>Descriptive:</u> .Computations are accurately performed. .Recording is accurate and legible. .Performs task with reasonable speed. <u>Numerical:</u> .Over X period of time, less than X% of entries are incomplete, inaccurate, or illegible. .Completes task within X period of time.										<u>Functional:</u> .How to read and write: lists, names, numbers/times. .How to perform mathematical computations involving fractions. <u>Specific:</u> .Knowledge of agency S.O.P. for filling out time chart: how to obtain information; what information is required; how to mark time chart; where to enter information on time chart. .Knowledge of how to obtain and interpret (find data on) daily record.											

Data		People	Things	Data	People	Things	INSTR.		Reas.	Math.	Lang.	TASK NO.
W.F. - LEVEL		W.F. - ORIENTATION			G. E. D.							
2	1A	1A	90%	5%	5%	1	1	1	2	C. A. 16		
GOAL:												
OBJECTIVE:												
TASK: Fills, out/writes times of arrival and departure of employees on daily time sheets, using and pen and the supplied form, and following S.O.P., in order to record time worked by each worker.												
PERFORMANCE STANDARDS												
<u>Descriptive:</u> .Copies time accurately. .Follows S.O.P. for filling out time sheets. .Writing is legible. <u>Numerical:</u> .No more than X no. errors or deviations from agency/state S.O.P. in filling out form. .Completes form each day.												
TRAINING CONTENT												
<u>Functional:</u> .How to read and write: times, names, lists. .How to read time from a clock. <u>Specific:</u> .Knowledge of time sheets: how to locate correct place to enter information; S.O.P. for entering times.												

Data	People	Things	Data	People	Things	INSTR.	Reas.	Matn.	Lang.	TASK-I.J.
W.F. - LEVEL			W.F. - ORIENTATION				G. E. D.			
3B	1A	1A	80%	5%	15%	2	3	1	3	C.B.1
GOAL:						OBJECTIVE:				
TASK: Transcribes/writes/enters specified information from application form to appropriate case record form, following S.O.P., in order to record basic information.										
PERFORMANCE STANDARDS						TRAINING CONTENT				
<u>Descriptive:</u> .Entries are correct, complete, and legible. .Entries are made with reasonable speed. .Correct case record form is used.						<u>Functional:</u> .How to identify and select a particular item from a group on the basis of requirements. .How to read/transcribe information from one form to another.				
<u>Numerical:</u> .No more than X no. of transcription errors per X no. of forms. .No more than X inappropriate forms used per X transcriptions made.						<u>Specific:</u> .How to identify forms required for recording particular information. .Knowledge of information required to complete each form: resources for ascertaining.				

Data	People	Things	Data	People	Things	Reas.	Math.	Lang.	TASK NO.
2	1A	1A	W.F. - LEVEL	W.F. - ORIENTATION	10%	1	2	1	2
			85%	5%					
GOAL:									
OBJECTIVE:									

TASK: Pulls specified form letters from storage, and writes/fills in specified information, in order to prepare them for mailing.

PERFORMANCE STANDARDS	TRAINING CONTENT
<u>Descriptive:</u> .Reasonable speed and accuracy. .Information is copied completely and legibly. <u>Numerical:</u> .Letter is ready for mailing same day as information is received. .Over period of time, less than X% of intended recipients complain because of inaccurate, illegible, or incomplete information.	<u>Functional:</u> .How to use a filing system: alphabetical/numerical order. .How to identify and select an item from a group. <u>Specific:</u> .Knowledge of agency S.O.P.: obtaining form letters; filling out form letters; obtaining information to write on form letters. .How to identify form letter specified.

Data	People	Things	Data	People	Things	Reas.	Math.	Lang.	TASK NO.
W.F. - LEVEL			W.F. - ORIENTATION			G. E. D.			
2	1	1A	75%	10%	15%	2	1	2	2, 2, 3

GOAL:

OBJECTIVE:

TASK: Writes/fills in/transcribes date of visit to be made, client's name and address, and reason for visit from individual caseworkers' schedule books to weekly itinerary schedule form in duplicate, in order to complete forms for routing to District Director and casework supervisor.

PERFORMANCE STANDARDS

Descriptive:

- .Fills in schedule forms accurately and thoroughly.
- .All schedules are legible.
- .Schedules are submitted regularly.

Numerical:

- .Over period of time, less than X% of schedules reviewed by supervisor and reviewer are inaccurate, incomplete, or illegible.
- .Over period of time, X% of schedule forms are completed for routing on 1st day of each week.

TRAINING CONTENT

Functional:

- .How to transcribe data from one record to another: How to read and write; names, addresses.

Specific:

- .How to obtain schedule books from caseworkers.
- .Knowledge of agency procedures for use of form: what information is required; how it should be entered (pen or pencil); how to prepare duplicate (carbon or copying machine, such as Xerox).

Data	People	Things	Data	People	Things	INSTR.	Reas.	Math.	Lang.	TASK NO.
2	1A	1	90%	5%	5%	2	2	1	2	2, 3, 4
GOAL:						OBJECTIVE:				
TASK: Writes on/Fills out a requisition form in accordance with notification of decision to order supplies, following S.O.P., in order to prepare requisition form for routing/mailling.										
PERFORMANCE STANDARDS						TRAINING CONTENT				
<u>Descriptive:</u> .Fills out form legibly, completely, and accurately. .Completes task with reasonable speed.						<u>Functional:</u> .How to read and write: how to copy material from one (form) record to another.				
<u>Numerical:</u> .Over X period of time, less than X% of requisition forms are incomplete, inaccurate, or illegible. .Forms are prepared for routing within X period of time of receipt of notification.						<u>Specific:</u> .Knowledge of S.O.P. for filling out form: what information is required and how to obtain it (supply names, authorizations, etc.).				

Data		People		Things		Data		People		Things		Reas.		Math.		Lang.	
W.F. - LEVEL		1A		1A		W.F. - ORIENTATION		30%		10%		INSTR.		G. E. D.		TASK NO.	
2	1A	1A	60%	30%	10%	1	1	1	1	1	2						
GOAL: OBJECTIVE:																	
TASK: Copies/transcribes/writes data about client use of a service (name of client, date and type of service, etc.) from requisition form or verbal report to standard record form, and files forms and requisitions according to agency S.O.P., in order to maintain a record of clients using a particular service.																	
PERFORMANCE STANDARDS									TRAINING CONTENT								
<u>Descriptive:</u> .Transcribes data completely, accurately, and legibly. .Completes task with reasonable speed. .Transcribes data regularly, in accordance with agency S.O.P. .Uses files according to S.O.P. <u>Numerical:</u> .Workers who must use list (standard record form) report it as accurate and current in X% of cases. .Work is completed within X period of time. .No more than X no. of complaints over X period of time indicate worker did not follow S.O.P. in listing or filing. .Completes form each day.									<u>Functional:</u> .How to transcribe information from one record to another: written or oral record to form record. .How to use a file system: alphabetical or numerical order. <u>Specific:</u> .Knowledge of S.O.P. for forms and records what information is required to complete record; how it should be obtained; from whom a verbal report should be accepted; from whom a written report should be accepted. .How to use agency files.								

Data		People		Things		Data		People		Things		Instr.		Reas.		Math.		Lang.		Task NO.	
W.F. - LEVEL		W.F. - ORIENTATION		W.F. - ORIENTATION		90%		5%		5%		2		2		1		3		2, E. 6	
2	1A	1A	1A	1A	1A	90%	90%	5%	5%	5%	5%	2	2	2	2	1	1	3	3	2, E. 6	2, E. 6

GOAL:

OBJECTIVE:

TASK: Writes/fills in a form requesting a repairman's visit, briefly explaining the nature of the repairs needed, and the agency of those repairs, using S.O.P. for filling in form, and obtains necessary authorization according to S.O.P., in order to prepare form for routing/mailling to repairman.

PERFORMANCE STANDARDS

Descriptive:

- .Fills out form accurately and completely.
- .Obtains required authorization, following S.O.P.
- .Legible handwriting.
- .Completes task in reasonable time.

Numerical:

- .No more than X% of forms filled out contain illegibilities, inaccuracies, or are incomplete.

TRAINING CONTENT

Functional:

- .How to read and write: transcribe oral or written data from one record to another (form).

Specific:

- .Knowledge of S.O.P.: for obtaining necessary authorization; for filling out form; for receiving/obtaining instructions.

Data	People	Things	Data	People	Things	Reas.	Math.	Lang.	TASK NO.
W.F. - LEVEL			W.F. - ORIENTATION				G. E. D.		
3B	1A	1A	80%	10%	10%	2	1	3	4, 3, 1

GOAL:

OBJECTIVE:

TASK: Fills out/completes forms necessary for participation in agency program, using information from case records, and following agency procedures, for those participants who have been certified/recertified, but for whom computer cards will be delayed, in order to provide authorization form allowing for immediate participation.

PERFORMANCE STANDARDS

Descriptive:

- .Forms are filled out accurately and completely.
- .Completes task with reasonable speed.

Numerical:

- .Less than X no. of instances of failure to prepare form in time for client participation over X period of time.
- .Less than X% of clients for whom forms are filled out are unable to participate because forms are filled out inaccurately or incompletely.

TRAINING CONTENT

Functional:

- .How to transcribe information from written source to another record (form).
- .How to use file system:alphabetical or numerical order.

Specific:

- . Knowledge of agency S.O.P.: for obtaining forms; for ascertaining clients for whom forms are to be prepared; for obtaining information to be entered on form.

Data	People	Things	Data	People	Things	Reas.	Math.	Lang.
W.F. - LEVEL			W.F. - ORIENTATION			INSTR.	G. E. D.	TASK - P.J.
2	1A	1A	85%	5%	10%	2	1	3

C.B.8

GOAL:

OBJECTIVE:

TASK: Writes/transcribes information from client's records to standard referral form according to S.O.P., in order to provide information to initiate referral process.

PERFORMANCE STANDARDS

Descriptive:

- .Accurately fills out form.
- .Completes task with reasonable speed.

Numerical:

- .Less than X% error or omissions in completed forms.
- .Completes task within X no. of days of receipt of request.

TRAINING CONTENT

Functional:

- .How to use a file system: alphabetical/numerical order.
- .How to select specified items from a group: how to find an item of information on one record and copy it onto another.

Specific:

- .Knowledge of agency S.O.P.: (filling out forms.
- .How to use agency files.

Data	People	Things	Data	People	Things	INSTR.	Reas.	Math.	Lang.	TASK NO.
2	1B	1A	85%	5%	10%	1	1	1	2	4.2.0
GOAL:						OBJECTIVE:				
TASK: Writes/fills in name and address of homemaker trainee and the session she will be attending on an enrollment card, in order to record identifying information.										
PERFORMANCE STANDARDS						TRAINING CONTENT				
<u>Descriptive:</u> .Information is accurate and neatly entered. .Data is complete/thorough. <u>Numerical:</u> .Must complete task X days before training is begun. .Over period of time, less than X no. of complaints because information is incorrect or inaccurate.						<u>Functional:</u> .How to read and write: names, addresses. <u>Specific</u> Knowledge of names and addresses of trainees: how they are to be obtained. .How to obtain/fill out enrollment cards.				

Data	People	Things	Data	People	Things	Reas.	Math.	Lang.		
W.F. - LEVEL			W.F. - ORIENTATION			INSTR.	G. E. D.	TASK - P.O.		
3B	1A	2B	70%	5%	25%	2	3	1	4	C.C.2

GOAL:

OBJECTIVE:

TASK: Types/transcribes standard form letter, including specified information from records provided, following S.O.P. for form letter, but adjusting standard form as required for clarity and smoothness, etc., in order to prepare letter for mailing.

PERFORMANCE STANDARDS

Descriptive:

- .Types with reasonable speed and accuracy.
- .Format of letter is correct.
- .Changes/adjustments are made correctly.

Numerical:

- .Completes letter in X period of time.
- .No uncorrected typing, mechanical, adjustment errors per letter.
- .Fewer than X omissions of information per X no. of letters typed.

TRAINING CONTENT

Functional:

- .How to type: letters.
- .How to transcribe/copy material, correcting mechanical errors.
- .How to combine two written sets of data into one.

Specific:

- .How to obtain records and find information in them.
- .Knowledge of S.O.P. for standard letter format: standard form letter, how/where to include information.
- .Knowledge of what information is required in letter.
- .How to use particular typewriter provided.

Data	People	Things	Data	People	Things	Reas.	Math.	Lang.	TASK NO.
W.F.	LEVEL		W.F.	ORIENTATION		G.	E.	D.	
2	1A	2B	70%	5%	25%	2	1	3	C.C.1

OBJECTIVE:

TASK: Types/transcribes information regarding specified client from notes of screening committee meeting on Client Notification form, addresses envelope to client, and folds and places form in envelope, in order to prepare form for mailing.

PERFORMANCE STANDARDS

Descriptive:

- .Information on form and envelope is complete and accurate.
- .Types with reasonable speed and accuracy.

Numerical:

- .No more than X no. of uncorrected typing or transcription errors per X no. of forms typed.
- .Letters are prepared for mailing within X days of receipt of instructions.

TRAINING CONTENT

Functional:

- .How to type: forms, envelopes.
- .How to read and write: transcribe material from one record to another.

Specific:

- .Knowledge of S.O.P. for preparing form: what information is required for completion; how information is to be obtained.
- .Knowledge of amount of time available between screening committee meeting and mailing of notification to client.

Data	People	Things	Data	People	Things	INSTR.	Reas.	Matn.	Lang.	TASK NO.
W.F. - LEVEL			W.F. - ORIENTATION					G. E. D.		
4	1A	1A	70%	10%	20%	3	3	1	4	C.D.1

GOAL:

OBJECTIVE:

TASK: Records/writes down/takes notes of main points covered during staff meetings, using shorthand, and writes/composes report from notes, following S.O.P. for format, in order to provide record of information covered at meeting.

PERFORMANCE STANDARDS

Descriptive:

- .Business of meeting is reported completely, accurately, and clearly.
- .Takes shorthand with reasonable speed.

Numerical:

- .No more than X complaints over X period of time from persons absent from meeting that report did not cover main points.
- .No more than X no. of complaints that meaning of minutes was unclear.
- .Takes shorthand at X w.p.m.
- .In worker's absence, similarly qualified worker can decipher notes and compose report X% of time.

TRAINING CONTENT

Functional:

- .How to take shorthand notes of conversation/discussion among several persons.
- .How to write: minutes of a meeting.
- .How to evaluate and select from a mass of data on the basis of criteria.

Specific:

- .Knowledge of business of office sufficient to make accurate judgment of relative importance of points discussed in meetings.
- .Knowledge of purpose of meeting.
- .Knowledge of speaking styles of various staff members attending meeting.
- .Knowledge of S.O.P. for format of report/minutes.

Data		People	Things	Data	People	Things	INSTR.	Reas.	Math.	Lang.	TASK-NO.	
W.F. - LEVEL		W.F. - ORIENTATION										
2	1A	2B	50%	10%	40%		2	2	1	4	C.D.2	
GOAL:						OBJECTIVE:						
TASK: Listens to/takes (writes down) shorthand notes from dictation by appeals supervisor concerning his cases, letters to clients, director, or other county agencies, and inter-office communications, and types/transcribes final copy from notes according to S.O.P., in order to prepare material for signature and mailing/routing.												
PERFORMANCE STANDARDS						TRAINING CONTENT						
<u>Descriptive:</u> .Takes and transcribes/types dictation with reasonable speed and accuracy. .Similarly qualified worker can read notes. <u>Numerical:</u> .Takes shorthand notes at X no. of w.p.m. .Types X w.p.m. with no more than X% of errors. .Completes final copies within X time of completion of dictation. .No more than X no. of errors in format of any typed material over X period of time. .In worker's absence, similarly qualified worker is able to transcribe shorthand notes with no more than X no. of errors per letter/item.						<u>Functional:</u> .How to take dictation in shorthand, and transcribe/type from shorthand notes. <u>Specific:</u> .Knowledge of agency S.O.P.: forms to be used for different types of transcriptions; letters; inter-office communications; notes; etc. .Knowledge of dictating style/speed of supervision.						

Data	People	Things	Data	People	Things	INSTR.	Reas.	Math.	Lang.	TASK NO.
W.F. - LEVEL			W.F. - ORIENTATION							
3B.	1A	1A	85%	5%	10%	2	3	1	2	2.4.1
GOAL:						OBJECTIVE:				
TASK: Searches for/brings together/selects appropriate agency materials pertaining to client request/application received by mail, considering type of request/application in selection, and following agency procedure for assembling and organizing material in folder, in order to prepare agency record for assignment to caseworker.										
PERFORMANCE STANDARDS						TRAINING CONTENT				
<u>Descriptive:</u> .Selects and assembles pertinent materials for particular client and request. .Folder is set up and organized according to agency procedure and standard order/format. .Completes task in reasonable time. <u>Numerical:</u> .No more than X complaints that worker selected insufficient information/material in folder was incomplete or inappropriate. .No more than X instances of deviation from standard order/format for placing materials in folder. .Material assembled and placed in folder within X time of receipt of request/application.						<u>Functional:</u> .How to read to select an item from a group on the basis of description/specification. <u>Specific:</u> .Knowledge of what forms are needed for different kinds of request/application. .Knowledge of S.O.P. for organizing materials in case record folder; label, sequence of materials, etc. .How/where to obtain request/application and forms.				

Data	People	Things	Data	People	Things	INSTR.	Reas.	Math.	Lang.	TASK NO.
W.F. -- LEVEL			W.F. - ORIENTATION			G. E. D.				
1	1	1	80%	5%	15%	1	1	1	1	2, 2, 2
GOAL:						OBJECTIVE:				
TASK: Sorts papers/pamphlets as specified (e.g., by page numbers), using collating racks, if available, in order to prepare the materials for assembly.										
PERFORMANCE STANDARDS						TRAINING CONTENT				
<u>Descriptive:</u> .Sorts pages correctly and according to S.O.P./specifications. .Materials are sorted with reasonable care to avoid damage or loss. .Completes sorting with reasonable speed. <u>Numerical:</u> .No more than X pages are sorted incorrectly over X period of time. .Over X period of time/no. of pages sorted, no more than X% of materials are lost or damaged through careless handling. .Completes task within X period of time.						<u>Functional:</u> .How to read: numbers, lists. <u>Specific:</u> .How to find out specific method of sorting to use on particular package of materials. .How to obtain materials to be sorted. .How to use collating racks.				

Data	People	Things	Data	People	Things	INSTR.	Reas.	Math.	Lang.	TASK NO.
W.F. - LEVEL			W.F. - ORIENTATION					G. E. D.		
1	1A	1A	70-	5	25	2	1	1	2	C.E. 3
GOAL:						OBJECTIVE:				
TASK: Files/pulls/arranges records of doctors, hospitals, and vendors on program, separating those designated as no longer on program from those remaining on program, and adding records designated as additions to program, upon receipt of list of deletions/records of additional participating doctors, hospitals, and vendors, in order to keep records updated for clients seeking information about approved doctors, hospitals, or vendors.										
PERFORMANCE STANDARDS						TRAINING CONTENT				
<u>Descriptive:</u> .Files/pulls records with reasonable speed and accuracy. .Filing and pulling is complete and thorough. .Exercizes reasonable care in handling to avoid damage or loss. <u>Numerical:</u>						<u>Functional:</u> .How to use a filing system: alphabetical or numerical order. .How to read: names, lists. <u>Specific:</u> .Knowledge of S.O.P. for use of files.				

Data	People	Things	Data	People	Things	INSTR.	Reas.	Math.	Lang.	TASK NO.
W.F. - LEVEL			W.F. - ORIENTATION					G. E. D.		
1	1	1A	60	10	30	1	1	1	1	2.E.4

GOAL:

OBJECTIVE:

TASK:

Files individual case folders in alphabetical order in unit files, in order to maintain these files

PERFORMANCE STANDARDS

Descriptive:

- .Folders are filed/arranged accurately.
- .Exercises care in handling to avoid damage or loss.

Numerical:

- .Folders are filed according to established system X% of the time.
- .Completes task within X hours of receipt of folders.

TRAINING CONTENT

Functional:

- .How to use file system: alphabetical order.
- .How to read: names, lists.

Specific:

- .Knowledge of S.O.P. for using files.

Data	People	Things	Data	People	Things	INSTR.	Reas.	Math.	Lang.	TASK NO.
W.F. - LEVEL			W.F. - ORIENTATION					G. E. D.		
1.	1A	1	85	5	10	1	1	1	1	6

GOAL:

OBJECTIVE:

TASK:
Files task cards in alphabetical order using the index cards and following S.O.P., in order to maintain task card file.

PERFORMANCE STANDARDS	TRAINING CONTENT
<u>Descriptive:</u> .Card is accurately filed. .Completes task with reasonable speed. .Exercises reasonable care in handling. <u>Numerical:</u> .Over X period of time, no more than X cards cannot be found in alphabetical order in file. .No more than X% of cards are damaged through handling.	<u>Functional:</u> .How to read: names, lists. .How to use file system: alphabetical order. <u>Specific:</u> .Knowledge of S.O.P. for filing cards.

Data	People	Things	Data	People	Things	INSTR.	Reas.	Math.	Lang.	TASK NO.
W.F. - LEVEL			W.F. - ORIENTATION					G. E. D.		
1	1A	1A	80	5	15	1	1	1	1	2, E, 7
GOAL:										
OBJECTIVE:										

TASK:

Files review schedule folders. numerically, according to code number, in order to maintain files.

PERFORMANCE STANDARDS

Descriptive:

- .Sorts/files review schedules accurately and with reasonable speed.
- .Files are neat and orderly.
- .Exercises reasonable care in handling to avoid damage or loss.

Numerical:

- .Less than X no. of complaints that files are not in order.
- .No more than X% of materials are lost or damaged through handling.

TRAINING CONTENT

Functional:

- .How to use filing system: numerical order.
- .How to read: numbers.

Specific:

- .How to use file.

Data	People	Things	Data	People	Things	INSTR.	Reas.	Math.	Lang.	TASK NO.
W.F. - LEVEL			W.F. - ORIENTATION					G. E. D.		
1	1A	1A	80-	5	15	1	1	1	1	6.6.8

GOAL:

OBJECTIVE:

TASK:

Checks/searches Agency index and files for case record of specific family which has been referred to, or has applied to the agency for assistance/service, following specified procedure, in order to find and pull case records.

PERFORMANCE STANDARDS

Descriptive:

- .Searches index and files accurately and completely and according to S.O.P.
- .Exercises reasonable care in handling to avoid damage or loss.

Specific:

- .Succeeds in locating X% of records searched for.
- .Less than X no. of instances of deviation from S.O.P. for searching and pulling records.
- .No more than X% of materials are damaged or lost through handling.

TRAINING CONTENT

Functional:

- .How to use filing system: alphabetical or numerical order.
- .How to read: names, numbers.

Specific:

- .Knowledge of S.O.P. for searching/pulling files.

Data	People	Things	Data	People	Things	INSTR.	Reas.	Math.	Lang.	TASK NO.
W.F. - LEVEL			W.F. - ORIENTATION			G. E. D.				
3B	1A	1A	80%	5%	15%	2	3	1	4	2, 5, 10
GOAL:						OBJECTIVE:				
TASK: Reads/scans material to be filed, identifying/sorting according to type, subject, etc., and places in files, in order to maintain numerical, alphabetical, and chronological files.										
PERFORMANCE STANDARDS						TRAINING CONTENT				
<u>Descriptive:</u> - Files accurately. <u>Numerical:</u> - Fewer than X% of files are misfiled						<u>Functional:</u> - How to read: names, numbers, etc. - How to use a filing system: alphabetical or numerical order. - How to identify and separate different kinds of items from a group. <u>Specific:</u> - Knowledge of filing system. - Knowledge of different forms/materials sufficient to enable worker to separate them from a group and identify in what file they should be placed.				

Data	People	Things	Data	People	Things	INSTR.	Reas.	Math.	Lang.	TASK NO.
W.F. - LEVEL			W.F. - ORIENTATION					G. E. D.		
1	1A	1A	80-	5	15	1	1	1	1	3, 4, 11

GOAL:

OBJECTIVE:

TASK: Selects/pulls specified client's case record folder from file and staples ledger sheet to specified record folder, in order to prepare materials and ledger sheet for routing to medical reviewer ordering/requesting them.

PERFORMANCE STANDARDS

Descriptive:

- .Completes task thoroughly, accurately, and with reasonable speed.
- .Staples ledger sheet to appropriate case record folder.

Specific:

- .Specified materials routed within X time of request.
- .Correct materials are routed X% of the time.
- .Specified case record attached to appropriate ledger sheet X% of the time.

TRAINING CONTENT

Functional:

- .How to use filing system: alphabetical/numerical order.
- .How to read: names, lists.

Specific:

- .Knowledge of location and organization of record files.
- .Knowledge of S.O.P. for assembling materials.

Data	People	Things	Data	People	Things	INSTR.	Reas.	Math.	Lang.	TASK NO.
2	1	1A	W.F. - ORIENTATION 80%	5%	15%	1	2	1	2	2.E.112
GOAL:										
TASK: Selects/pulls specified card of terminated case from master file, and records specified information regarding termination form, in order to keep file up-to-date.										
OBJECTIVE:										
PERFORMANCE STANDARDS						TRAINING CONTENT				
Descriptive: .Information is recorded accurately and completely. .Selection of cards is accurate and expeditious. .Cards are handled with care.						Functional: .How to use file system: alphabetical or numerical order. .How to copy written material from one form to another.				
Numerical: .No more than X no. of complaints reporting inaccurate/incomplete recording over X period of time. .Pulls specified card within X time of receipt of incoming information form. .No more than X% of materials are lost or damaged through handling.						Specific: .Knowledge of S.O.P. for pulling card from master file. .Knowledge of forms: how to locate information on incoming form; where to enter it on card.				

Data		People	Things	Data	People	Things	INSTR.	Reas.	Math.	Lang.	TASK.P.J.
W.F. - LEVEL				W.F. - ORIENTATION				G. E. D.			
2	1	1A	65%	5%	30%		1	2	1	3	C.E.14

OBJECTIVE:

TASK: Pulls/selects record form indicated by incoming information form from master file and unit control file, following S.O.P. for recording file pulled, and copies on it specified information from incoming forms, in order to record basic identifying information.

PERFORMANCE STANDARDS

Descriptive:

.Completes task thoroughly, completely, and with reasonable speed.

Numerical:

.Completes task within X time of receipt of incoming information form.
 .Over X period of time, less than X no. of complaints because information is inaccurately or incompletely copied.
 .No more than X% of files pulled are improperly recorded or not recorded.

TRAINING CONTENT

Functional:

.How to use a file system: alphabetical or numerical order.
 .How to copy information from one form to another.

Specified:

.How to use files.
 .How to record pulling of file.
 .Knowledge of forms: how to locate information on incoming form, and where to enter it on record.

Data	People	Things	Data	People	Things	INSTR.	Reas.	Math.	Lang.	TASK I.J.
W.F. - LEVEL			W.F. - ORIENTATION					G. E. D.		
2	1	1A	85%	5%	10%	1	2	1	2	C.F.1

GOAL:

OBJECTIVE:

TASK: Selects/collects specified information pamphlets from storage, and packs for mailing according to S.O.P., writes/fills in mailing label with address of requestor, and attaches label to package, in order to prepare materials for mailing.

PERFORMANCE STANDARDS

Descriptive:

- .Correct pamphlets are selected.
- .Material is prepared for mailing accurately and with reasonable speed.

Numerical:

- .Correct pamphlets are selected X% of time.
- .Pamphlets are prepared for mailing within X time of receipt of request.
- .Preparation for mailing (address label & packaging) are correctly made X% of time.

TRAINING CONTENT

Functional:

- .How to write: names and addresses.
- .How to select an item from a group on basis of specification.

Specific:

- .How to obtain pamphlets.
- .How to prepare pamphlets for mailing: S.O.P. for address label and packaging.

Data	People	Things	Data	People	Things	INSTR.	Reas.	Math.	Lang.	TASK NO.
W.F. - LEVEL			W.F. - ORIENTATION					G. E. D.		
1	1A	- 1	- 80-	5	- 15	1	1	- 1	1	2. E. 2

GOAL:

OBJECTIVE:

TASK: Sorts/separates mail returned because of incorrect or incomplete mailing address information according to unit originating returned mail, in order to prepare it for hand-routing to originating office for correction.

PERFORMANCE STANDARDS

Descriptive:

- .Sorts returned mail with reasonable speed and accuracy.
- .Exercises care in handling to avoid damage or loss.

Numerical:

- .Must complete sorting on same day as mail is returned.
- .No returned mail lost or damaged through handling.
- .No more than X complaints over X period of time that material was routed to the wrong office/staff member because it was incorrectly sorted by worker.

TRAINING CONTENT

Functional:

- .How to read: identify name/code of office originating returned mail.
- .How to sort items into categories on the basis of similarity.

Specific:

- .How to determine who/what office was responsible for mistake.
- .Knowledge of procedure for sorting returned mail: where boxes/bins for separate offices/staff members are located, and how to identify them.

Data	People	Things	Data	People	Things	INSTR.	Reas.	Math.	Lang.	TASK NO.
W.F. - LEVEL			W.F. - ORIENTATION					G. E. D		
1	1	1A	--70-	5	25	1	1	1	1	2, 7, 3

GOAL:

OBJECTIVE:

TASK: Sorts alphabetically all mail and ledger sheets received from mail room, in order to facilitate pulling of file folders.

PERFORMANCE STANDARDS	TRAINING CONTENT
<u>Descriptive:</u> .Materials are sorted completely and accurately. .Exercises reasonable care in handling of materials. .Completes task within reasonable time. <u>Numerical:</u> .Over X period of time less than X complaints that materials were inaccurately or incompletely sorted. .Completes task within X time of receipt of ledger sheets and/or mail. .No more than X% of materials are lost or damaged through handling.	<u>Functional:</u> .How to sort alphabetically. .How to read: names, addresses. <u>Specific:</u> .Knowledge of S.O.P. for sorting materials: location of boxes/bins, preferred handling techniques.

Data	People	Things	Data	People	Things	INSTR.	Reas.	Math.	Lang.	TASK NO.
W.F. - LEVEL			W.F. - ORIENTATION					G. E. D.		
2	1A	1A	90%	5%	5%	1	2	1	2	1, 2, 4
GOAL:						OBJECTIVE:				
TASK: Sorts/arranges outgoing mail alphabetically by county of destination, checks for completeness and legibility of address information, returning to sender for necessary address completions, if other than ZIP Code, or obtaining ZIP code from directory, and writing/filling in ZIP code on envelope, in order to prepare mail for sorting into mail slots.						TRAINING CONTENT				
PERFORMANCE STANDARDS						FUNCTIONAL:				
Descriptive:						Specific:				
.Completes task by designated time. .Address information is complete and legible on outgoing mail in time for sorting for pickup. .Sorts mail by county accurately.						.How to read:use alphabetical order for names, find ZIP code in directory .How to use sorting boxes/bins for counties. .How to get correction/completion of address from sender: location of various offices and staff. .Knowledge of what constitutes a complete address: name, street, city, ZIP code, etc. .Knowledge of location of ZIP code directory and how to use it. .Knowledge of how/where to enter ZIP code on envelope.				
Numerical:										
.Completes sorting by county by X time each day. .No more than X% of mail returned by post office due to incomplete/illegible address information. .No more than X complaints over X period of time that mail was inaccurately sorted, and sorting had to be redone.										

Data	People	Things	Data	People	Things	INSTR.	Reas.	Math.	Lang.	TASK NO.
W.F.	LEVEL		W.F.	- ORIENTATION				G. E. D.		
1.	1A	1A	80%	5%	15%	1	2	1	1	2, 3, 5

GOAL:

OBJECTIVE:

TASK: Opens all incoming and inter-office mail, stamps with date of receipt, and sorts into prescribed baskets according to staff member/unit to which mail is addressed, in order to prepare it for routing.

PERFORMANCE STANDARDS	TRAINING CONTENT
<u>Descriptive:</u> .Completes task with reasonable speed and accuracy. .Opening, stamping, and sorting of mail is complete/thorough. .Exercises reasonable care in handling. <u>Numerical:</u> .Completes task within X hours after receipt. .Over X period of time, fewer than X complaints from staff that mail was delayed because of slow or inaccurate performance. .No more than X% of material is lost or damaged through handling.	<u>Functional:</u> .How to read: lists, names, addresses. <u>Specific:</u> .How to use date stamp. .Knowledge of S.O.P. for opening and sorting mail.

Data	People	Things	Data	People	Things	INSTR.	Reas.	Math.	Lang.	TASK NO.
W.F. -- LEVEL			W.F. - ORIENTATION			G. E. D.				
3B	1A	1A	80-	5	15	2	2	1	2	2, 3, 6
GOAL:						OBJECTIVE:				
TASK: Opens/sorts according to destination/dates all incoming mail left at workers' desk, and pulls and attaches corresponding files for any incoming summaries, medical information, dismissal requests, forms received from Assistance Control unit, or forms from Health Care unit, in order to assemble materials for routing.										
PERFORMANCE STANDARDS						TRAINING CONTENT				
<u>Descriptive:</u> .Completes task with reasonable speed and accuracy. .Pulls files according to S.O.P. .Assembles materials thoroughly and in correct order. <u>Numerical:</u> .Assembles all materials and corresponding folders within X time of receipt of mail. .No more than X no. of complaints that inappropriate folders were attached to incoming materials, or that worker failed to attach folders to materials, over X period of time. .No more than X instances over X period of time that worker failed to pull files according to S.O.P.						<u>Functional:</u> .How to use sorting/filing system: alphabetical/numerical order. .How to identify items according to criteria. .How to read: names, addresses. <u>Specific:</u> .Knowledge of S.O.P for opening/sorting/dating mail and pulling files. .Knowledge of standard format/order for assembling materials for routing.				

Data	People	Things	Data	People	Things	INSTR.	Reas.	Math.	Lang.	TASK NO.
W.F. -- LEVEL			W.F. - ORIENTATION					G. E. D.		
3B	1A	1A	85%	5%	10%	3	3	1	4	C, F. 7

GOAL:

OBJECTIVE:

TASK: Reads/reviews incoming letters and memos, determining subject matter, using own knowledge of agency operations (functions performed by separate units/offices), and referring to agency guidelines as necessary, in order to determine to which unit/office materials should be routed.

PERFORMANCE STANDARDS

Descriptive:

- .Reads thoroughly and with good comprehension.
- .Reads with reasonable speed.
- .Decisions are consistent with agency operations.

Numerical:

- .Over X period of time, fewer than X no. of complaints that worker caused delay in/lack of action by faulty routing.
- .Completes X no. of determinations in X hours,
- .Reads X wpm with X% comprehension.

TRAINING CONTENT

Functional:

- .How to read: business letters and memoranda, agency guidelines.
- .How to classify information according to subject: How to apply general criteria to specific data.

Specific:

- .Knowledge of unit functions and resources for ascertaining.
- .Knowledge of kinds of written material coming in.

Data	People	Things	Data	People	Things	Reas.	Math.	Lang.
W.F. - LEVEL			W.F. - ORIENTATION				G. E. D.	TASK - P.
2	1A	1A	80%	5%	15%	1	1	2
								C.F.8

OBJECTIVE:

GOAL:

TASK: Transcribes/enters figures, including amount spend and amount remaining, from postage meter in record book, in order to keep record of amount of postage used and available.

PERFORMANCE STANDARDS

Descriptive:

- .Transcribes figures accurately and legibly.
- .Transcribes figures completely/thoroughly.

Numerical:

- .Over X period of time, no more than X no. of errors in transcription or illegible or incomplete entries in record book.
- .No complaints that faulty record has resulted in postage meter running out.

TRAINING CONTENT

Functional:

- .How to read and write: numbers (money amounts).

Specific:

- .How/where to record figures in record book.
- .How to find figures on postage meter.

Data	People	Things	Data	People	Things	Reas.	Math.	Lang.
W.F.	LEVEL		W.F.	ORIENTATION		INSTR.	G. E. D.	TASK NO.
2	1A	1A	80%	5%	15%	1	1	2
								C.F.9

OBJECTIVE:

GOAL:

TASK: Marks as mail issuance, dates with current date, and writes/fills in addresses on envelope for each mail issue participant, in order to prepare envelopes for mailing food coupons to participants.

PERFORMANCE STANDARDS

Descriptive:

- .Performs task accurately and thoroughly.
- .Performs task with reasonable speed.
- .Exercizes reasonable care in handling to avoid damage or loss.
- .Handwriting is legible.

Numerical:

- .Less than X% of envelopes fail to be marked, dated, or addressed legibly.
- .No more than X% of envelopes are rendered unusable because of careless handling.

TRAINING CONTENT

Functional:

- .How to read and write: lists, names, addresses.

Specific:

- .How to obtain addresses.
- .How to obtain supplies and materials.
- .Knowledge of S.O.P. for: format for addressing envelopes; marking envelopes as mail issuance; marking envelopes with date.

Data	People	Things	Data	People	Things	INSTR.	Reas.	Math.	Lang.	TASK-I.J.
W.F.	LEVEL		W.F.	ORIENTATION			G.	E.	D.	
2	1A	1A	80%	5%	15%	1	1	1	2	C.F.10
GOAL: OBJECTIVE:										
TASK: Addresses envelopes to clients on review lists, and inserts specified informational materials in envelopes, in order to prepare for mailing to clients.										
PERFORMANCE STANDARDS						TRAINING CONTENT				
<u>Descriptive:</u> .Performs task with reasonable accuracy and speed. .Handwriting is legible. <u>Numerical:</u> .Inserts all specified materials into envelopes. .Less than X% of envelopes are incorrectly addressed. .Completes all addressings and insertions of material within X time of receipt of instructions/materials.						<u>Functional:</u> .How to read and write/copy: lists, names, addresses. <u>Specific:</u> .How to obtain supplies and materials. .Knowledge of S.O.P. for addressing envelopes: how/where to enter address information.				

Data	People	Things	Data	People	Things	INSTR.	Reas.	Math.	Lang.	TASK NO.
W.F. - LEVEL			W.F. - ORIENTATION							
2.	1A	1A	85%	5%	10%	1	1	1	2	C.F.11
GOAL:						OBJECTIVE:				
TASK: Writes names of persons/offices to receive copies of typewritten material on copies in accordance with designated mailing/distribution lists, in order to prepare copies for mailing/routing to offices.										
PERFORMANCE STANDARDS						TRAINING CONTENT				
<u>Descriptive</u> .Materials intended for distribution are correctly and legibly marked. .Materials marked in reasonable time. <u>Numerical:</u> .Less than X no. documents per year returned to office because of incorrectly or illegibly copied address information. .All materials marked on same day as received.						<u>Functional:</u> .How to read and copy: lists, addresses. <u>Specific:</u> .How to use agency mailing/distribution lists. .How to obtain materials to be distributed/mailed. .How/where to fill in distribution information on copies of material.				

Data	People	Things	Data	People	Things	INSTR.	Reas.	Math.	Lang.	TASK NO.
W.F. - LEVEL			W.F. - ORIENTATION					G. E. D.		
1	1A	1A	80%	5%	15%	1	1	1	1	G.F. / Z

GOAL:

OBJECTIVE:

TASK: Looks for/identifies prescribed mark on completed review schedules, sorting/separating those marked "active" from those marked "inactive", in order to prepare for routing.

PERFORMANCE STANDARDS

Descriptive:

- .Completes task accurately and in reasonable time.
- .Exercises reasonable care in handling.

Numerical:

- .Sorts schedules within X days of end of month.
- .No more than X% of materials are lost or damaged through handling.

TRAINING CONTENT

Functional:

- .How to sort items into two groups on the basis of markings.

Specific:

- .Knowledge of S.O.P. for sorting review schedules.
- .How to identify active and inactive cases: what marks to look for.

Data		People		Things		Data		People		Things		Reas.		Math.		Lang.	
W.F. - LEVEL				W.F. - ORIENTATION								INSTR.		G. E. D.		TASK - P.J.	
2	1A	1A		85%		5%		10%				2	2		1	3	C.F.13
GOAL:																	
TASK: Looks for/identifies type of service to be rendered to new client as indicated on intake record, and marks case control card attached to intake record indicating program area to which it should be routed, referring to program directory as necessary, in order to direct to appropriate unit for disposition.																	
PERFORMANCE STANDARDS									TRAINING CONTENT								
<u>Descriptive:</u> .Records are directed to appropriate unit. .Completes task with reasonable speed. <u>Numerical:</u> .Less than X% of records are directed to inappropriate unit. .Less than X% of records fail to be marked for routing within X days of receipt of instructions.									<u>Functional:</u> .How to categorize specific items according to general criteria. <u>Specific:</u> .How to determine the kinds of requests each unit handles .Knowledge of forms: where to find information on intake record; how/where to mark control card.								

Data		People		Things		Data		People		Things		Instr.		Reas.		Math.		Lang.		TASK NO.	
W.F. - LEVEL				W.F. - ORIENTATION																	
3B	1A		2B	70%	5%	25%						2		2		1		4			C.G.1
GOAL:											OBJECTIVE:										
TASK: Types/Composes correspondence (letter or memorandum) in answer to incoming correspondence of a routine nature, upon request of supervisor, in order to prepare correspondence for review and mailing/routing.																					
PERFORMANCE STANDARDS											TRAINING CONTENT										
<u>Descriptive:</u> .Information is complete, accurate, and appropriate. .Types accurately and with reasonable speed.											<u>Functional:</u> .How to write: business letters .How to type: standard business letters. <u>Specific:</u> .Knowledge of business of agency sufficient to enable worker to include accurate, complete information as required. .Knowledge of how/from whom to obtain instructions. .How to obtain supplies and materials. .How to use typewriter provided.										
<u>Numerical:</u> .Completes task within X time of receiving assignment. .No uncorrected typing errors in any item. .Over X period of time, no more than X no. of complaints from supervisor that information is inaccurate, inappropriate, or incomplete.																					

Data	People	Things	Data	People	Things	INSTR.	Reas.	Matn.	Lang.	TASK-P.J.
3B	1A	1A	90%	5%	5%	3	3	1	4	C.G.2
GOAL:						OBJECTIVE:				
TASK:						Writes/composes letter to physician requesting additional diagnostic information in support of claims for services in excess of agency established parameters, following in order to prepare draft of letter for typing/mailling.				
PERFORMANCE STANDARDS						TRAINING CONTENT				
<u>Descriptive:</u> .Questions asked are clear, concise and relevant. .Letter is composed in businesslike but friendly style. .Writes letter in reasonable time. .Draft is written correctly according to mechanical/grammatical rules, and spelling is correct. <u>Numerical:</u> .No more than X indications from physicians that they were unable to understand what was desired from letter. .No more than X complaints from physicians that tone of letter was inappropriate. .No more than X mechanical/grammatical/spelling errors per draft.						<u>Functional:</u> .How to write a business letter requesting information. .How to gather and coordinate information from several sources. <u>Specific:</u> .Knowledge of what information is required in letter: how to obtain. .Knowledge of pertinent medical terminology sufficient to spell terms correctly and use them appropriately.				

Data	People	Things	Data	People	Things	Reas.	Math.	Lang.	TASK-N.O.
W.F. - LEVEL	W.F. - ORIENTATION	W.F. - ORIENTATION	W.F. - ORIENTATION	W.F. - ORIENTATION	W.F. - ORIENTATION	INSTR.	G. E. D.		
3B	2	1A	50%	45%	5%	3	3	1	4
									C.G.3

OBJECTIVE:

TASK: Enumerates/explains Division services to client, and listens to and answers specific questions about the use of those services, using agency resources as necessary, but principally relying on own knowledge, in order to provide client with information about services.

PERFORMANCE STANDARDS

Descriptive:

- .Explanation is accurate, clear, and complete.
- .Exercises tact and patience in dealing with client.

Numerical:

- .Less than X% of clients complain that explanation was unclear or inadequate.
- .Less than X% of clients or workers who subsequently deal with client complain that information given client was not appropriate to his case.
- .Less than X% of clients complain that worker was impatient or tactless.

TRAINING CONTENT

Functional:

- .How to interpret/identify specific items in relation to general criteria.
- .How to present and explain material to a specific audience.

Specific:

- .How to obtain necessary information: directories, etc.
- .Basic general knowledge of services available within agency, and requirements for participation in programs.
- .How to apply general program requirements to a particular client need/status.

Data	People	Things	Data	People	Things	INSTR.	Reas.	Math.	Lang.	TASK-I.I.
W.F. - LEVEL			W.F. - ORIENTATION							
3B	2	1C	45%	35%	20%	3	3	1	4	C.G.4

GOAL:

OBJECTIVE:

TASK: Receives/routes/transfers incoming telephone calls to staff/office requested by caller, eliciting information as necessary to ascertain proper routing, using agency directories as required, in order to enable caller to complete call.

PERFORMANCE STANDARDS

Descriptive:

- .Is tactful and pleasant with callers.
 - .Routes calls correctly and promptly.
 - .Operates equipment properly.
- Numerical:
- .Over period of time, less than X no. of complaints of incorrect routing.
 - .Over period of time, no more than X no. of complaints that worker was tactless or unpleasant with caller.

TRAINING CONTENT

Functional:

- .How to operate telephone switchboard.
- .How to elicit/give information over the telephone.

Specific:

- .Knowledge of basic functions of, and routing procedure to, various staff/units/offices, and resources for ascertaining.
- .How to operate particular switchboard: e.g., PBX, etc.

Data		People	Things	Data		People	Things	INSTR.	Reas.	Math.	Lang.	TASK NO.
		W.F. - LEVEL		W.F. - ORIENTATION						G. E. D.		
2	2	1A		50%		40%	10%	2	2	1	3	1, 6, 7

GOAL:

OBJECTIVE:

TASK: Listens to client's telephoned request for hearing, eliciting information as necessary regarding client's name, address, county, date of request, category, case number, and reason for request, and writes information provided by client on master file card, in order to keep a record of requests for hearings.

PERFORMANCE STANDARDS

TRAINING CONTENT

Descriptive:

- .Elicits all required data tactfully and pleasantly.
- .Fills in required data on master file card accurately, completely, and legibly.

Numerical:

- .Over period of time, no more than X no of complaints due to inaccurate, illegible, or incomplete cards.
- .Cards must be completed and prepared for filing within X amount of time of receipt of request for hearing.
- .Less than X no. of complaints from clients over X period of time, indicate that worker was tactless or unpleasant in dealing with them.

Functional:

- .How to read and fill in forms.
- .How to elicit information over the telephone.
- .How to deal with hostile/reticent persons.

Specific:

- .Knowledge of what information is required for completion of forms.
- .Knowledge of S.O.P. for how/in what order questions may be asked.

Data	People	Things	Data	People	Things	Reas.	Math.	Lang.	TASK-PJ.
W.F. - LEVEL			W.F. - ORIENTATION				G. E. D.		
3B	2	1A	50%	45%	5%	3	1	4	C.G.6

OBJECTIVE:

GOAL:

TASK: Discusses possible times/dates/places of meeting with county welfare Directors, asking questions/listening to/recording answers about their schedules, in order to obtain information necessary for scheduling meeting involving these Directors.

PERFORMANCE STANDARDS

Descriptive:

- .Information enables schedule and arrangements to be as convenient as possible.
- .Worker is clear, concise, and thorough in getting information from directors.
- .Performs task with reasonable speed.

Numerical:

- .Information must be obtained at least X days prior to meeting date.
- .Over X period of time, less than X complaints from directors because of inconvenience or inequity of meeting time or location due to failure to collect sufficient information.
- .Over X period of time, no more than X complaints from directors of worker's manner or approach.

TRAINING CONTENT

Functional:

- .How to gather data from several sources.
- .How to elicit information from specified audience.

Specific:

- .How to contact directors.
- .Knowledge of meeting: length of time it will take.
- .Knowledge of directors' general schedules sufficient to enable worker to judge which will be more likely to be inconvenienced by specific times/places.

Data	People	Things	Data	People	Things	INSTR.	Reas.	Math.	Lang.
W.F.	LEVEL		W.F.	- ORIENTATION				G. E. D.	
2	2	1A	-60%	30%	10%	2	2	1	2

TASK NO.

2.67

GOAL:

OBJECTIVE:

TASK: Asks for/listens to/writes client's name on specified form, during client's visit to office, in order to record identifying information about office visits.

PERFORMANCE STANDARDS

Descriptive:

- .Entries are complete, correct, and legible.
- .Courteous and pleasant manner.
- .Speaks clearly.

Numerical:

- .Always asks and records the name of persons visiting office.
- .Over X. period of time, no more than X names misspelled on forms.
- .No more than X% of clients complain of worker's manner or lack of clarity of speech.

TRAINING CONTENT

Functional:

- .How to elicit information from specified audience.
- .How to write: names on forms.

Specific:

- .How/where to enter name on form.

Data	People	Things	Data	People	Things	INSTR.	Reas.	Math.	Lang.	TASK NO.
W.F. - LEVEL			W.F. - ORIENTATION					G. E. D.		
3B	2	1A	60%	35%	5%	2	3	1	4	3, 6, 5

GOAL:

OBJECTIVE:

TASK: Discusses with client times/places available for appointment with staff member, requests/elicits selection by client of appointment time/place consistent with worker schedule, and writes details in appointment book, in order to schedule appointment.

PERFORMANCE STANDARDS

Descriptive:

- .Entries in book are complete, correct, and legible.
- .Worker's manner is courteous, patient, and warm.
- .Appointments scheduled are mutually convenient for worker and client.

Numerical:

- .Less than X complaints about worker's manner over X period of time.
- .No more than X complaints over X period of time of entries being incomplete, inaccurate, or illegible.
- .X% of appointments arranged are mutually convenient.

TRAINING CONTENT

Functional:

- .How to write: names, brief descriptions of problems.
- .How to select an alternative which best satisfies two sets of requirements

Specific:

- .Knowledge of worker schedules: how to ascertain.
- .Knowledge of what information must be gotten from client in order to schedule appointment.
- .Knowledge of S.O.P. for talking with clients over phone.

Data		People		Things		Data		People		Things		Instr.		Reas.		Math.		Lang.	
W.F. - LEVEL						W.F. - ORIENTATION								G. E. D.				TASK - P.J.	
3B	2	1	60%	30%	10%	3	3	3	4	C.G.9									
GOAL:												OBJECTIVE:							
TASK: Checks/compares bill received from doctor for services rendered to agency client against agency fee schedule and list of bills received, finds duplicates and bills in excess of schedule fee, telephones/talks to/converses with doctors by phone from whom such a billing has been received, explaining/discussing agency policy regarding specific problem, in order to request revision of billing to correct error or to bring it in line with agency requirements.												TASK: Checks/compares bill received from doctor for services rendered to agency client against agency fee schedule and list of bills received, finds duplicates and bills in excess of schedule fee, telephones/talks to/converses with doctors by phone from whom such a billing has been received, explaining/discussing agency policy regarding specific problem, in order to request revision of billing to correct error or to bring it in line with agency requirements.							
PERFORMANCE STANDARDS												TRAINING CONTENT							
<u>Descriptive:</u> .Identifies duplicate or excessive billings accurately and completely. .Information given providers is complete and accurate. .Is courteous to providers over the phone. <u>Numerical:</u> .Must find/identify all duplicate or excessive billings within X time of receipt. .Contacts doctor/provider within X time of identification of duplicate or excessive billing. .Over period of time, no more than X complaints from providers of lack of courtesy in manner.												<u>Functional:</u> .How to explain/present information to specific audience. .How to read and identify discrepancies between two sets of data: bills, policy statements, fee schedules. <u>Specific:</u> .How to identify duplicate or excessive billings: how to read fee schedule, agency policy, and billings to identify discrepancies. .Knowledge of agency policy regarding fees allowable for particular services: resources for ascertaining. .How to use agency telephone. .Knowledge of standards for dealing with medical providers over the phone.							

Data	People	Things	Data	People	Things	INSTR.	Reas.	Math.	Lang.	TASK NO.
W.F. - LEVEL			W.F. - ORIENTATION					G. E. D.		
2	2	1A	50%	40%	10%	2	2	1	2	C, G, H

GOAL:

OBJECTIVE:

TASK: Talks to/converses with/asks questions of telephone callers wishing to speak with absent supervisor or other staff, ascertaining and noting, according to S.O.P., caller's name, phone no., and the purpose of his call, in order to take message for supervisor/staff member.

PERFORMANCE STANDARDS

Descriptive:

- . Message notes are clear, concise, and accurate.
- . Handwriting is legible.
- . Uses good telephone manners.

Numerical:

- . Over X period of time, no more than X complaints about written notes not being accurate, legible, or clear.
- . Over X period of time, no more than X complaints that worker did not speak clearly or used bad manners.

TRAINING CONTENT

Functional:

- . How to write: names, telephone numbers brief messages.
- . How to elicit information over phone.

Specific:

- . How to use the particular office telephone: "hold" button, separate extensions, etc.
- . Knowledge of S.O.P. for messages: forms; what information should be included.

Data	People	Things	Data	People	Things	Reas.	Math.	Lang.	TASK - P.J.
W.F. - LEVEL			W.F. - ORIENTATION			INSTR.	G. E. D.		
2	2	1A	60%	30%	10%	2	2	1	3
GOAL:						C.G.12			
TASK:						OBJECTIVE:			
Talks/converses with insurance agents or client's employers over the telephone regarding date and amount of health insurance payments for medical services rendered to client or his family, asking questions and listening to and recording answers on standard form, in order to obtain information necessary to verify payment.									
PERFORMANCE STANDARDS						TRAINING CONTENT			
<u>Descriptive:</u> .Is courteous and tactful over the phone. .Information acquired is accurate, clear and complete. .Fills out form accurately and completely. <u>Numerical:</u> .No more than X instances over X period of time of worker's failure to obtain required information or record it correctly. .Contacts parties within X time of receipt of instructions. .Over period of time, less than X complaints from persons outside because of impolite manner.						<u>Functional:</u> .How to elicit information over the telephone. .How to read: forms, health insurance claims, bills. .How to write: answers to questions on forms. <u>Specific:</u> .How to contact designated persons. .Knowledge of agency policies regarding filling in form: what information is required; how to enter it; how to get it (standards for telephone dealings with insurance agents or employers).			

Data	People	Things	Data	People	Things	Reas.	Math.	Lang.	TASK-NJ.
W.F. - LEVEL			W.F. - ORIENTATION			INSTR.	G. E. D.		
3B	2	1A	50%	40%	10%	2	3	1	3
					C.G.15				
GOAL:					OBJECTIVE:				
TASK: Talks to/converses with persons telephoning office, asking questions regarding purpose of call, referring to agency directory as needed, in order to obtain information needed to route call.									
PERFORMANCE STANDARDS					TRAINING CONTENT				
<u>Descriptive:</u> .Uses good telephone manners. .Speaks clearly and distinctly. .Information is obtained with reasonable speed. .Information is complete and accurate.					<u>Functional:</u> .How to use a telephone switchboard: call director, PBX, etc. .How to elicit information over the phone.				
<u>Numerical:</u> .Less than X complaints from callers regarding worker's manner. .Less than X complaints from callers that worker's speech was unclear. .No more than X% of calls incorrectly routed due to failure to obtain sufficient information.					<u>Specific:</u> .How to use office switchboard. .Knowledge of standards for dealing with people on the telephone. .Knowledge of business of units and staff sufficient to connect caller with appropriate person. .Knowledge of what information is required to place call.				

Data	People	Things	Data	People	Things	Reas.	Math.	Lang.	TASK F.J.
W.F. - LEVEL			W.F. - ORIENTATION				G. E. D.		
3B	2	1	60%	30%	10%	2	1	3	C.G. 16

OBJECTIVE:

TASK: Asks for/requests social summary and/or medical information from county over telephone, if not included with hearing request received by mail, in order to obtain information needed to complete hearing request.

PERFORMANCE STANDARDS

Descriptive:

- . Completes task with reasonable speed and accuracy.
- . Is tactful and courteous over phone.

Numerical:

- . Obtains X% of required information.
- . Completes task within X time of receipt of instructions.
- . No more than X complaints over X period of time about worker's manner.
- . Requests result in no more than X no. of duplications of materials already in file.

TRAINING CONTENT

Functional:

- . How to use telephone.
- . How to elicit information over the phone.
- . How to identify missing items on a form.

Specific:

- . How to contact necessary persons.
- . Knowledge of hearing request format: how to find specific items; what information is necessary.
- . Knowledge of social summary and medical information formats: how to identify information in them; where to find specific items of information in them.

Data		People	Things	Data	People	Things	INSTR.	Reas.	Matn.	Lang.	TASK-N.J.
W.F. - LEVEL				W.F. - ORIENTATION				G. E. D.			
3B	2	1A		60%	30%	10%	2	2	1	3	C.G.17
GOAL:											
OBJECTIVE:											
TASK: Talks to/converses with doctors, hospitals, and other agencies involved in the agency program over the phone regarding times specified as available for visit to facility by assistant director, eliciting choice by facility of time for visit, in order to arrange appointment for visit.											
PERFORMANCE STANDARDS						TRAINING CONTENT					
<u>Descriptive:</u> .Is courteous and tactful over the phone. .Information obtained is accurate and complete. .Appointment arranged is mutually convenient. <u>Numerical:</u> .Arranges appointment X days prior to date of appointment. .Over period of time, less than X complaints because of inconvenient scheduling. .Over period of time, less than X complaints from persons called regarding worker's manner.						<u>Functional:</u> .How to obtain information over the telephone. .How to select an alternative which satisfies two sets of requirements. <u>Specific:</u> .Knowledge of assistant director's schedule. .How to use agency telephone. .How to contact particular facility. .Knowledge of agency standards for dealing with persons over the telephone.					

Data	People	Things	Data	People	Things	INSTR.	Reas.	Matn.	Lang.	TASK-FJ.
W.F. - LEVEL			W.F. - ORIENTATION					G. E. D.		
2	2	1A	30%	60%	10%	2	3	1	4	C.G.18

OBJECTIVE:

GOAL:

TASK: Talks to/converses with doctors, hospitals, or vendors over phone, notifying them of specified payment of a bill rendered to person not on the program or a duplicate payment (i.e., payment by both insurance and agency), in order to request refund of overpayment or duplicate payment made by agency.

PERFORMANCE STANDARDS

Descriptive :

- .Is courteous and careful over phone.
- .Information presented is complete and accurate.
- .Person called is able to identify problem easily from information presented.

Numerical:

- .Notifies doctor, hospital, or vendor of problem within X days of receipt of notification of ineligible or duplicate payment.
- .Over period of time, no more than X complaints from persons telephoned regarding worker's manner.
- .X% of duplicate payments, or payments made to ineligible persons, are recovered.

TRAINING CONTENT

Functional:

- .How to present/explain information over the phone.

Specific:

- .How to use agency telephone.
- .Knowledge of agency policy for dealing with persons over phone.
- .How to contact particular persons over phone.
- .Knowledge of information necessary for doctors, etc., to identify and correct errors.

Data	People	Things	Data	People	Things	INSTR.	Reas.	Math.	Lang.	TASK-P.J.
W.F.	LEVEL		W.F.	ORIENTATION				G. E. D.		
3B	2	1A	50%	40%	10%	2	3	1	4	C.G.19
GOAL: OBJECTIVE:										
TASK: Talks to medical provider over phone, informing him of client need and times client is available, and eliciting choice by provider of one time, in order to arrange an appointment for client with provider.										
PERFORMANCE STANDARDS						TRAINING CONTENT				
<u>Descriptive:</u> .Information given is correct, complete, and understandable. .Worker's manner is courteous, patient, and warm. .Appointment is agreed upon. <u>Numerical:</u> .No more than X complaints over X period of time of work being incomplete, inaccurate, or not understood. .Less than X complaints over X period of time of worker's manner. .In X% of contacts, a mutually convenient appointment time is arranged.						<u>Functional:</u> .How to present/elicit information over telephone. <u>Specific:</u> .How to contact providers. .Knowledge of client's schedule or need. .Knowledge of S.O.P. for release of information to medical provider. .How to use agency telephone.				

Data	People	Things	Data	People	Things	Reas.	Math.	Lang.	TASK NO.
W.F. - LEVEL			W.F. - ORIENTATION			INSTR.	G. E. D.		
2	2	1A	60%	30%	10%	2	2	1	3
									C.G.21

OBJECTIVE:

GOAL:

TASK: Telephones/asks questions/listens to/writes answers of client/applicant regarding specified missing or unclear information on form, following S.O.P., in order to obtain information.

PERFORMANCE STANDARDS

Descriptive:

- .Is tactful and courteous in dealing with client.
- .Transcribes information accurately.
- .Completes task with reasonable speed.
- .Obtains required information.

Numerical:

- .No more than X complaints regarding worker's manner.
- .No more than X errors per form.
- .Completes form within X time of receipt/ notification of need for clarification.
- .X% of required information is on form.

TRAINING CONTENT

Functional:

- .How to ask questions/elicit information over the phone.
- .How to read and fill out application forms.

Specific:

- .Knowledge of agency standards for asking questions and writing down answers.
- .How to fill out forms.
- .Knowledge of what information is required to complete form.

Data	People	Things	Data	People	Things	INSTR.	Reas.	Math.	Lang.	TASK NO.
W.F. - LEVEL			W.F. - ORIENTATION					G. E. D.		
3B	2	- 1A	50%	35%	15%	2	2	1	3	2.6.22
GOAL:						OBJECTIVE:				
TASK: Searches for/finds information needed to place/dial long distance call to specified person/office upon request by staff member, using directories, and/or information services as necessary, dials/places call as required, and notifies staff member when call is placed, using S.O.P. for placing and recording call, in order to establish telephone connection.										
PERFORMANCE STANDARDS						TRAINING CONTENT				
<u>Descriptive:</u> .Uses good telephone manners. .Information acquired is complete and accurate. .Completes task within reasonable time. <u>Numerical:</u> .Places call within X time of request. .X% of calls are correctly placed/dialed. .Less than X complaints over X period of time about worker's manner.						<u>Functional:</u> .How to use a telephone to make long distant calls. .How to read: telephone directories. <u>Specific:</u> .How to use particular office telephone. .How to use phone book and information services for long distance calls. .How to contact personnel within office once call has been placed. .How to record calls placed.				

Data	People	Things	Data	People	Things	INSTR.	Reas.	Math.	Lang.	TASK NO.
W.F. - LEVEL			W.F. -	ORIENTATION				G. E. D.		
3B	1A	1A	80%	10%	10%	3	3	1	4	2, 6, 25
GOAL:										
OBJECTIVE:										

TASK: Writes/composes cover information letter to accompany agency schedule of fees payable for specific medical services to agency clients, to be mailed to doctors with fee schedule, explaining/describing prescribed billing procedures and briefly explaining background agency policies, in order to prepare letter for typing and mailing.

PERFORMANCE STANDARDS	TRAINING CONTENT
<u>Descriptive:</u> .Information in letter is accurate. .Letter is clear and easily understood. .Information is complete and concise. .Letter is specific enough to contain relevant information for all providers of medical services, and general enough to be pertinent to all. <u>Numerical:</u> .Over X period of time, no more than X complaints from providers that letter is unclear, too specific, or too general. .X% of required information is included. .No irrelevant information is included. .All information included is accurate.	<u>Functional:</u> .How to write: business letters. .How to combine written information from several sources in a unit. <u>Specific:</u> .Knowledge of providers to be contacted what services are provided by each. .Knowledge of what information is to be included in letter and how to obtain it. .Knowledge of S.O.P. for participation in program, billing, and scheduling fees for medical services: resources for ascertaining. .Knowledge of S.O.P. for form and style of letters.

Data	People	Things	Data	People	Things	INSTR.	Reas.	Math.	Lang.
W.F. -- LEVEL			W.F. - ORIENTATION					G. E. D.	
3B	1A	1A	85%	5%	10%	2	2	1	4

TASK NO.

6, 6, 26

GOAL:

OBJECTIVE:

TASK: Composes/writes letter to client or collateral, using S.O.P. for form and including prescribed content, in order to inform client of appointment time/place for home/office visit.

PERFORMANCE STANDARDS

Descriptive:

- .Times and places are clearly designated.
- .Follows S.O.P. for form of letter.
- .Information is complete, accurate.

.Completes task within reasonable time.

Numerical:

- .Less than X% of clients complain that worker did not inform them of appointments in time for them to keep them.
- .Completes task within X days of receipt of notification of appointment.
- .Completes task within X days of date of appointment.
- .No more than X% of clients complain of inaccurate or incomplete information in letter.

TRAINING CONTENT

Functional:

- .How to write: business letter, following a prescribed format and including prescribed information.
- .How to put two written records (standard form and notes of appointment particulars) together

Specific:

- .Knowledge of agency procedure: standard form; how to get appointment notification.

Data	People	Things	Data	People	Things	INSTR.	Reas.	Math.	Lang.	TASK NO.
W.F. - LEVEL			W.F. - ORIENTATION					G. E. D.		
3B	1A	1A	85%	10%	5%	2	2	1	4	2. 6. 27
GOAL:										OBJECTIVE:

TASK: Writes/composes letter to clients who have applied for adoptive child, listing times and places available for appointment to discuss characteristics of child to be placed in adoptive home, and requesting selection of appointment time and place by clients, following S.O.P. for form, upon receipt of information concerning child from State office, in order to obtain/convey information necessary to arrange an appointment.

PERFORMANCE STANDARDS	TRAINING CONTENT
<u>Descriptive:</u> .Letter designating times and places is clear and accurate. .Completes task within a reasonable time. <u>Numerical:</u> .Less than X clients complain that letter was unclear or inaccurate. .Completes letter within X hours of receipt of notification. .X% of letters result in mutually convenient appointment time and place.	<u>Functional:</u> .How to write: business letters from prescribed information. <u>Specific:</u> .Knowledge of prescribed content and form of letter. .How to obtain agency schedule of possible times and places for appointment. .Knowledge of names and addresses of clients and how to obtain. .How to obtain notification of available adoptive child.

Data	People	Things	Data	People	Things	INSTR.	Reas.	Matn.	Lang.	TASK NO.
W.F. - LEVEL			W.F. - ORIENTATION							
2	2	1A	45%	50%	5%	2	2	1	2	C.G.28
OBJECTIVE:										

TASK: Hands out specified standard forms and pens to clients and explains the need for completing forms, in accordance with S.O.P., in order to provide client with necessary forms and means for filling them out.

PERFORMANCE STANDARDS	TRAINING CONTENT
<u>Descriptive:</u> .Provides client with correct form. .Explanation is brief and clear. .Manner is courteous and pleasant. <u>Numerical:</u> .Over X period of time, no more than X clients are given the wrong form. .No more than X complaints from clients that they were kept waiting unnecessarily by worker. .No more than X complaints from clients over X period of time that worker was discourteous or unpleasant in manner.	<u>Functional:</u> .How to explain material to specified audience. <u>Specific:</u> .Knowledge of S.O.P. for explanation. .How to obtain forms and hand out materials. .Knowledge of form and reasons for requiring it.

Data	People	Things	Data	People	Things	Reas.	Math.	Lang.	TASK NO.
W.F. - LEVEL			W.F. - ORIENTATION			INSTR.	G. E. D.		
3B	2	1A	40%	50%	10%	3	1	4	C.G.29

OBJECTIVE:

GOAL:

TASK: Talks with/explains/answers basic questions of prospective client regarding agency services and procedures, referring to agency guidelines as necessary, in order to provide applicant with information needed to obtain service.

PERFORMANCE STANDARDS

Descriptive:

- .Information given is accurate and thorough/complete.
- .Exercises tact and patience in dealing with client.

Numerical:

- .No more than X% of prospective clients make inaccurate or inappropriate applications for service as result of faulty explanation.
- .No more than X complaints over X period of time regarding worker's manner.

TRAINING CONTENT

Functional:

- .How to present/explain information to specific audience.
- .How to gather information from several sources and put it together.

Specific:

- .Knowledge of agency guidelines for participation in various programs: resources for ascertaining.
- .Knowledge of agency guidelines for dealing with/talking to prospective clients.

Data	People	Things	Data	People	Things	Reas.	Math.	Lang.
W.F. - LEVEL			W.F. - ORIENTATION				G. E. D.	
3B	2	1A	40%	50%	10%	3	1	4

GOAL:

OBJECTIVE:

TASK: Talks with/asks questions of/listens to client express his needs, and discusses with him what services are available and applicable to his case, either over the telephone or in person; using agency guidelines as needed, but relying on own general knowledge of agency business, in order to provide client with information needed to reach a decision on services for which he may apply.

PERFORMANCE STANDARDS

Description:

- .Information presented to client is complete and accurate.
- .Accurately assesses client's needs, and makes appropriate information available.
- .Exercises tact and conveys interest in client.
- .Completes task in reasonable time.

Numerical:

- .No more than X% of applications/deliveries of services made on basis of worker's discussion with client are irrelevant to client's needs.
- .No more than X no. of complaints over X period of time regarding worker's manner.

TRAINING CONTENT

Functional:

- .How to present/elicit information from specified audience.
- .How to select information from a mass of data.

Specific:

- .Knowledge of information needed from client.
- .Knowledge of services available and resources for ascertaining.
- .Knowledge of agency S.O.P. for dealing with client inquiries about services.

Data	People	Things	Data	People	Things	INSTR.	Reas.	Math.	Lang.	TASK NO.
W.F. - LEVEL			W.F. - ORIENTATION							
3B	2	1A	50%	45%	5%	3	4	1	4	C.G.B/

GOAL:

OBJECTIVE:

TASK: Asks questions/listens to/observes and clarifies client responses, assisting client to identify and verbalize his needs for service, selects form relevant to those needs, and records pertinent information on/in proper form, in order to prepare application for services.

PERFORMANCE STANDARDS

Descriptive:

- .Is accurate and comprehensive in recording information.
- .Selects correct form for client's needs.
- .Exercises patience, warmth, and tact.

Specific:

- .Review of cases shows worker failed to gain correct understanding of problem/need in less than X% of cases.
- .No more than X no. of complaints over X period of time regarding worker's manner.

TRAINING CONTENT

Functional:

- .How to present/elicit information from specific audience.
- .How to identify specified information from a mass of data.

Specific:

- .Knowledge of standard operating procedures and policies regarding forms.
- .Knowledge of specific concerns of separate offices, and resources available for determining.

Data	People	Things	Data	People	Things	Reas.	Matn.	Lang.	TASK NO.
W.F. - LEVEL			W.F. - ORIENTATION			G. E. D.			
2	2	1A	50%	40%	10%	2	3	1	3
GOAL:						OBJECTIVE:			
TASK: Greets/receives people who come to the office to request assistance services, and asks questions, listening to and recording answers on identification form, using S.O.P., but exercising discretion as to sequence of questions, in order to record basic identifying information.									
PERFORMANCE STANDARDS						TRAINING CONTENT			
<u>Descriptive:</u> .Records information obtained correctly/accurately. .Is courteous to client. <u>Numerical:</u> .All necessary information is obtained and recorded. .Less than X% error in recording information. .Less than X no. of complaints by applicants regarding worker's manner.						<u>Functional:</u> .How to initiate communication and elicit information with/from specific audience. .How to write on/fill in forms. <u>Specific:</u> .Knowledge of S.O.P. for filling out form: (What information is required; how it should be entered, etc.)			

Data	People	Things	Data	People	Things	INSTR.	Reas.	Math.	Lang.	TASK NO.
W.F. - LEVEL			W.F. - ORIENTATION					G. E. D.		
3B	1A	1A	85%	5%	10%	2	3	1	3	C.H.1
GOAL: OBJECTIVE:										
TASK: Searches for/pulls files of certified orthnotic and prosthetic suppliers and writes/compiles fee schedule list of those suppliers from information in files upon request, in order to prepare list for typing and mailing to state and county agencies.										
PERFORMANCE STANDARDS						TRAINING CONTENT				
<u>Descriptive:</u> .List is complete and accurate. .List is prepared within reasonable time. Numerical: .All fees on list are copied correctly. .All certified suppliers are on list. .No more than X complaints from certified suppliers/staff that name was omitted from list over X period of time. .Completes list within X days of request.						<u>Functional:</u> .How to use filing system:alphabetical/numerical order. .How to read and write: names, numbers, prices. <u>Specific:</u> .Knowledge of S.O.P. for using files. .How to identify files of certified suppliers: what mark to look for, where to look, etc.				

Data	People	Things	Data	People	Things	INSTR.	Reas.	Math.	Lang.	TASK NO.
W.F. - LEVEL			W.F. - ORIENTATION							
3B	2	1A	75%	20%	5%	3	4	2	4	2, 4, 2
GOAL:						OBJECTIVE:				
TASK: Gathers information applicable to unit on specified policies and procedures from agency manuals, publications, and records, consults with staff as needed for clarification or additional information/resources, and collates/classifies according to designated categories upon request, in order to provide a breakdown of information.										
PERFORMANCE STANDARDS						TRAINING CONTENT				
<u>Descriptive:</u> .Breakdown is complete, concise, and accurate. .Breakdown is compatible with resource data. .Completes task in reasonable time. <u>Numerical:</u> .Breakdown contains less than X no. of errors. .X% of available information is included. .Completes task in X amount of time.						<u>Functional:</u> .How to classify/compile information from several sources according to categories other than source. .How to read: manuals and file records. <u>Specific:</u> .Knowledge of criteria to be used in organizing/classifying data: resources for ascertaining. .Knowledge of location/availability of staff for consultation. .Knowledge of location/organization of files, records, and agency manuals and publications.				

Data	People	Things	Data	People	Things	INSTR.	Reas.	Math.	Lang.	TASK-F.J.
W.F. - LEVEL			W.F. - ORIENTATION					G. E. D.		
3B	1A	1A	90%	5%	5%	3	4	1	4	C.H.3

OBJECTIVE:

GOAL:

TASK: Selects/brings together information from agency files, case records, manuals, and publications regarding agency policies and procedures for certification/approval of physicians, dentists, therapists, hospitals, and other medical facilities and personnel, and writes/composes prose summary of information, in order to provide standard information form letter for reply to inquiries.

PERFORMANCE STANDARDS

Descriptive:

- .Information is presented clearly, concisely, and in a well-organized manner.
- .Information is accurate and complete.
- .Prose summary is legible and neat.

Numerical:

- .No more than X complaints from persons receiving letter that information was unclear.
- .No more than X complaints that information in letter was incomplete or irrelevant.
- .No more than X complaints from typist that prose summary was messy or illegible.

TRAINING CONTENT

Functional:

- .How to organize and summarize information gathered from several sources.
- .How to read: manuals, case records.
- .How to write: business letters.

Specific:

- .Knowledge of location/method of obtaining various information sources.
- .How to find materials in case records, manuals, procedures.
- .Knowledge of standards for composing form letter.

Data	People	Things	Data	People	Things	INSTR.	Reas.	Math.	Lang.	TASK NO.
W.F. - LEVEL		W.F. - ORIENTATION				G. E. D.				
2	1A	1A	80-	5	15	2	2	1	3	2, 4, 4/
GOAL:						OBJECTIVE:				
TASK: Searches for/locates information in County records of birth and marriages for date furnished by caseworker on form, on client named on form, and writes/fills in information required from county records, in order to complete form.										
PERFORMANCE STANDARDS						TRAINING CONTENT				
<u>Descriptive:</u> .County records for correct date are thoroughly searched. .Copies information correctly onto form. .Uses initiative in searching in less-than-obvious places. .Completes task in reasonable time. .Transcription is legible. <u>Numerical:</u> .Locates X% of all available information. .Spot-check reveals fewer than X errors per X no. of forms completed. .Completes forms within X period of time of receipt. .No more than X instances of transcription being illegible.						<u>Functional:</u> .How to read:names, biographical information on a form. .How to copy verbal material from one form to another. .How to use a file/record system: alphabetical/numerical order (names/dates/codes) <u>Specific:</u> .Knowledge of record system used by county: location and organization; method of access; agency S.O.P. for searching records. .Knowledge of what information is required on form.				

Data	People	Things	Data	People	Things	Reas.	Math.	Lang.	TASK NO.
W.F. - LEVEL			W.F. - ORIENTATION			G. E. D.			
3B	1A	2B	60%	5%	35%	3	1	4	C.H.5
GOAL: OBJECTIVE:									
TASK: Selects/pulls records of certified hospital, dental, and medical services, including certified dentists and doctors, from file, classifies according to standard category of service, and types listing of certified services and addresses/locations in each category, in order to prepare list for duplication and mailing to agencies/persons inquiring about such services.									
PERFORMANCE STANDARDS					TRAINING CONTENT				
<u>Descriptive:</u> .List is accurate and complete. .Items are correctly classified. .Types accurately and with reasonable speed. <u>Numerical:</u> .List contains all names and addresses of certified services and personnel. .Names on list are classified correctly X% of the time. .List contains no uncorrected typing errors. .Types X w.p.m. with X% error.					<u>Functional:</u> .How to use filing system: alphabetical/numerical order. .How to read: understand subject matter well enough to classify into categories. .How to type lists. <u>Specific:</u> .How to find and use files/records. .Knowledge of standard categories of medical services and criteria for entering particular facility/personnel in each/any category. .Knowledge of how to identify certified facilities/personnel.				

Data	People	Things	Data	P.	Things	Reas.	Math.	Lang.	TASK NO.	
W.F. - LEVEL			W.F. -		IDENTIFICATION	INSTR.	G. E. D.			
2	1	1A	80%	5%	15%	1	2	1	2	
GOAL:					OBJECTIVE:					
TASK: Selects/pulls specified service facility/provider information folder from source file, and transcribes/fills in information regarding name of facility/provider, nature of services offered, location of and directions to facility/provider on standard form, upon receipt of request for such information from client or caseworker, in order to prepare form for routing/mailing.										
PERFORMANCE STANDARDS					TRAINING CONTENT					
<u>Descriptive:</u> .Form is filled out completely, accurately, and legibly. .Form is completed in a reasonable period of time. <u>Numerical:</u> .X% of forms completed are accurate, complete, and legible. .Form is completed within X no. of hours of receipt of request.					<u>Functional:</u> .How to transcribe written material from one record to another. .How to use a filing system: alphabetical or numerical order. <u>Specific:</u> .Knowledge of agency source file:S.O.P. for use; location and organization; .Knowledge of S.O.P. for preparing information: filling out form(what information should be included where).					

Data	People	Things	Data	People	Things	Reas.	Math.	Lang.	TASK-NO.
W.F. - LEVEL			W.F. - ORIENTATION				G. E. D.		
5A	1A	1A	90%	5%	5%	4	5	3	5
									C.I.1

GOAL:

OBJECTIVE:

TASK: Sets up/designs distribution procedure for household equipment obtained by agency, including developing and/or adapting forms for requests for such equipment by clients and forms and system for keeping records, arranging for storage and delivery of equipment, etc., in order to provide system for distribution of equipment to clients.

PERFORMANCE STANDARDS

Descriptive:

- .Distribution procedure is complete and reflects accurate analysis of agency and client needs.
- .Forms and procedure are clear, concise, comprehensible, and consistent.

Numerical:

- .Less than X no. complaints that forms and other procedures are not clear or concise.
- .Less than X no. complaints that established distribution system does not work.

TRAINING CONTENT

Functional:

- .How to plan procedures in relation to needs.
- .How to design a form to include required data.
- .How to plan and set up record keeping procedures: accounting, etc.

Specific:

- .Knowledge of state and agency regulations governing purchasing, distribution, and record keeping.
- .Knowledge of required form content.

Data	People	Things	Data	People	Things	INSTR.	Reas.	Math.	Lang.	TASK NO.
W.F.	LEVEL		W.F.	ORIENTATION			G.	E.	D.	
5A	1A	1A	85%	10%	5%	5	4	3	5	C.I.2
GOAL:						OBJECTIVE:				
TASK: Sets up/decides on sequence of steps for purchasing and distribution of supplies and tools, and designs procedures and forms to be used, considering data requirements of agency and suppliers, in order to plan uniform ordering and distribution procedure and forms for all units.										
PERFORMANCE STANDARDS						TRAINING CONTENT				
<u>Descriptive:</u> .Forms and procedures designed are clear, concise, comprehensive, and feasible. .Task is completed within reasonable length of time. .Design allows for efficient handling of purchasing and distribution. <u>Numerical:</u> .No more than X% of users complain that forms do not provide sufficient information or that procedures are not thorough enough to insure efficiency. .No more than X% of users complain that forms provide irrelevant or unnecessarily complex and confusing information. .No more than X% of users complain that procedure design takes so much time that tools						<u>Functional:</u> .How to plan procedures in relation to needs. .How to design forms to provide data required. <u>Specific:</u> .Knowledge of agency data requirements for purchasing and distribution: procedures for changing. .Knowledge of supplier data requirements for purchase of supplies.				

Data	People	Things	Data	People	Things	INSTR.	Reas.	Math.	Lang.	TASK NO.
W.F. - LEVEL			W.F. - ORIENTATION					G. E. D.		
3B	1A	1A	90%	5%	5%	3	2/3	2	2	C.I.3

GOAL:

OBJECTIVE:

TASK: Counts/inventories supplies, visually checking quantities on hand, checking previous use records, and considering staff recommendations/comments/requests for purchase of supplies, following S.O.P., in order to obtain information necessary to maintain supply inventory.

PERFORMANCE STANDARDS	TRAINING CONTENT
<u>Descriptive:</u> .Obtains accurate information. .Checks supplies as often as necessary. .Maintains adequate quantity of supplies. <u>Numerical:</u> .No more than X instances over X period of time of inadequate or superfluous supply because worker did not check accurately or thoroughly enough.	<u>Functional:</u> .How to read and interpret an inventory and use record: lists, numbers, etc. <u>Specific:</u> .Knowledge of S.O.P.:frequency of supply check; from whom requests/comments about supplies may be received. .How to find and use inventories and use records. .Knowledge of location and organization of supply storage. .Knowledge of what kinds and amounts of supplies are required for storage: which get used most quickly, which are most crucial, etc.

Data	People	Things	Data	People	Things	Reas.	Math.	Lang.	TASK NO.
W.F. - LEVEL			W.F. - ORIENTATION				G. E. D.		
3B	2	1A	50%	45%	5%	3	1	3/4	C.I.4

OBJECTIVE:

GOAL:

TASK: Talks about/discusses their requests for equipment with unit supervisors, asking questions about proposed use of equipment and amount/type of training required to use it, in order to obtain information necessary to allocate funds budgeted for equipment purchase to units.

PERFORMANCE STANDARDS

Descriptive:

- .Discussion/questions are clear, concise, and thorough.
- .Manner is pleasant, courteous.

Numerical:

- .Unit supervisors have to be re-contacted due to incomplete or inaccurate information in no more than X% of cases.
- .No more than X no. of complaints of worker's manner.

TRAINING CONTENT

Functional:

- .How to elicit specified information: through discussion and questions.
- .General knowledge of standard office equipment.

Specific:

- .Knowledge of information required from unit supervisors.
- .Knowledge of equipment requested.

Data	People	Things	Data	People	Things	INSTR.	Reas.	Math.	Lang.	TASK-NO.
W.F.	LEVEL		W.F.	ORIENTATION			G. E. D.			
4	1A	1A	90%	5%	5%	3	3	1	4	C.I.5
GOAL:						OBJECTIVE:				
TASK:						Evaluates/assesses requests for office equipment (chairs, tables, typewriters, cabinets, etc.) considering nature and urgency of work performed by unit in relation to equipment available (on inventory), in order to decide if new or additional equipment is needed on inventory.				
PERFORMANCE STANDARDS						TRAINING CONTENT				
<u>Descriptive:</u> .Evaluation is accurate and thorough. .Decision is reached within reasonable time.						<u>Functional:</u> .How to judge adequacy of equipment in relation to specific requirements: work to be done and number of workers.				
<u>Numerical:</u> .No more than X no. of complaints from unit workers over X period of time indicate inadequate equipment. .No more than X% of decisions made result in requisition of unnecessary equipment.						<u>Specific:</u> .Knowledge of equipment available. .Knowledge of space available in each unit for equipment. .Knowledge of number of workers in each unit and kind of work to be done. .Knowledge of procedure for handling requests for equipment: from whom they are to be received; any authorizations required.				

Data	People	Things	Data	People	Things	Reas.	Math.	Lang.	TASK NO.
W.F.	LEVEL		W.F.	ORIENTATION		INSTR.	G. E. D.		
2	2	1A	85%	10%	5%	2	1	2	C.I.6

OBJECTIVE:

GOAL:

TASK: Inventories/counts supplies within different units, looking for and identifying shortages according to S.O.P., and prepares order form, or submits form prepared by unit personnel, and secures required authorization, in order to prepare order form requesting supplies from Central Office.

PERFORMANCE STANDARDS

Descriptive:

- .Checks supplies accurately and thoroughly.
- .Fills out order forms, or sees that they are filled out, accurately and completely.
- .Secures required authorization.
- .Completes task within reasonable time.

Numerical:

- .Over period of time, less than X no. of complaints of lack of supplies due to error or omission by worker.
- .X% of order forms received by central office with required authorization and complete data.

TRAINING CONTENT

Functional:

- .How to read: lists, names, prices.
- .How to copy material from one record to another.

Specific:

- .Knowledge of location and organization of supplies storage.
- .Knowledge of what kinds and amounts of materials are required for storage: what kinds get used up most quickly, etc.
- .Knowledge of S.O.P. for order forms: how to obtain; data required for completion; how to obtain authorization.
- .Knowledge of from whom requests for supplies should be accepted/requested.

Data	People	Things	Data	People	Things	INSTR.	Reas.	Math.	Lang.	TASK-NO.
W.F. -	LEVEL		W.F. -	ORIENTATION			G. E. D.			
3B	1A	1A	80%	10%	10%	3	2	2	2	C.I.7

GOAL:

OBJECTIVE:

TASK: Inventories/counts office and training supplies, looking for and identifying shortages, using own knowledge and experience but referring to sources (use lists, etc.), and fills out standard order form, ascertaining and indicating vendor from whom supplies are to be ordered by checking file of previous orders, and routes completed order form to central office, in order to request purchase of supplies.

PERFORMANCE STANDARDS

Descriptive:

- . Checks supplies regularly and accurately.
- .Order forms are legible, correct, and complete.
- .Order forms are correctly routed.

Numerical:

- . X% of forms are complete, correctly filled out, and legible.
- .Routes order forms within X days after ascertaining shortage.
- .Less than X no. of complaints of lack of supplies over X period of time.
- .X% of forms are correctly routed.

TRAINING CONTENT

Functional:

- .How to read: names, lists, prices.
- .How to copy material from one record to another.
- .How to use filing system:alphabetical or numerical order.

Specific:

- .Knowledge of location and organization of supplies storage.
- .Knowledge of what kinds and amounts of materials are required for storage: what kinds get used up most quickly, etc.
- .Knowledge of S.O.P. for order forms: data required for completion; location and organization of storage (how/where to obtain); process for routing.
- .Knowledge of how to ascertain appropriate

Data	People	Things	Data	People	Things	INSTR.	Reas.	Math.	Lang.	TASK NO.
W.F. - LEVEL			W.F. - ORIENTATION					G. E. D.		
3B	2	1A	60%	30%	10%	3	2	1	3	C.I.8

OBJECTIVE:

GOAL:

TASK: Talks with/asks questions of office staff about needs for supplies (envelopes, paper, etc.), notes responses on standard order form, supplying additional information as needed to complete form, and routes form according to S.O.P., in order to request additional supplies.

PERFORMANCE STANDARDS

Descriptive:

- .Order form is complete and legible.
- .Order form is correctly routed.
- .Manner is pleasant and courteous.

Numerical:

- .Over period of time, less than X no. of complaints from office staff that requests are not filled due to failure of worker to fill out forms completely and accurately or route correctly.
- .No more than X no. of complaints of worker's manner.

TRAINING CONTENT

Functional:

- .How to read/write: names, lists, prices.
- .How to copy material from one record to another.

Specific:

- .Knowledge of S.O.P. for order forms: what data is required for completion, and how/where to obtain it; process for routing.

INCOME MAINTENANCE/ASSISTANCE PAYMENTS (APA)

(I)

- A. Reception/Intake
- B. Data Control
- C. Obtaining Information/Collateral
- D. Explaining Need for/Scheduling Special Appointments
- E. Determine Eligibility/Status of Case/Amount of Grant
- F. Inform Client of Eligibility/Status/Grant
- G. Reporting/Completing Forms
- H. Fair Hearings
- I. Community/Outreach

Data	People	Things	Data	People	Things	Reas.	Math.	Lang.	TASK-NO.
W.F. - LEVEL			W.F. - ORIENTATION				G. E. D.		
3B	2	1A	50%	45%	5%	3	1	3	I.A.1

OBJECTIVE:

GOAL:

TASK: Takes telephone calls from prospective applicants or persons calling in their behalf requesting out-of-office visits; asks appropriate questions, listens to responses, following agency guidelines, as to need for out-of-office visit, in order to gather necessary information for determining whether out-of-office visit can be made.

PERFORMANCE STANDARDS

Descriptive:

- .Answers telephone with reasonable promptness.
- .Is clear, concise and courteous in asking appropriate questions.
- .Indicates interest and patience during telephone discussion.
- .Is as helpful and responsive as the reality of the situation permits.

Numerical:

- .No more than X complaints over X period of time that necessary information was not obtained.
- .X% of applicants over X period of time indicate worker responds clearly and courteously.

TRAINING CONTENT

Functional:

- .How to use telephone.
- .How to listen to applicants/elicit expression of need/request.

Specific:

- .Knowledge of agency guidelines.
- .Knowledge of agency format for taking requests.
- .Knowledge of agency S.O.P. for making appointments.

Data	People	Things	Data	People	Things	Reas.	Math.	Lang.	TASK-NO.
W.F. - LEVEL			W.F. - ORIENTATION			INSTB.	G. E. D.		
3B	1	2B	50%	5%	45%	2	2	1	2
									I.A.2

OBJECTIVE:

GOAL:

TASK: Examines worker's field visit schedule, finds and selects appointment times for out-of-office visits according to S.O.P., types entry of applicant's name, address, and phone number from appointment request onto schedule, in order to set up and record an appointment.

PERFORMANCE STANDARDS

Descriptive:

- .Entries are correct and legible.
- .Completes task with reasonable speed.

Numerical:

- .X number of entries made during month are correct (100% coverage).
- .No more than X number of complaints by field staff that identifying information or schedule dates are incorrect or incomplete.

TRAINING CONTENT

Functional:

- .How to type/copy information from one form to another.
- .How to select an alternative which satisfies 2 sets of data.

Specific:

- .How to enter identifying information on agency field visit form.

Data	People	Things	Data	People	Things	Reas.	Math.	Lang.	TASK-NO.
W.F. - LEVEL			W.F. - ORIENTATION				G. E. D.		
2	1A	1A	80%	5%	15%	2	1	2	I.A.3
GOAL:									
OBJECTIVE:									
TASK: Writes/fills in name, address, time, and date of appointment on form letter from appointment schedule, in order to prepare letter informing client of out-of-office visit.									
PERFORMANCE STANDARDS					TRAINING CONTENT				
<u>Descriptive:</u> .Form letter/note indicates correct and legible date and time schedule for visit. <u>Numerical:</u> .No more than X complaints of incorrectly or inaccurately entered information on form letter.					<u>Functional:</u> .How to copy information from one record to another. <u>Specific:</u> .Knowledge of S.O.P. for completing agency acknowledgement form letter.				

Data	People	Things	Data	People	Things	INSTR.	Reas.	Math.	Lang.	TASK-NO.
W.F. - LEVEL			W.F. - ORIENTATION				G. E. D.			
3B	2	1	30%	65%	5%	3	3	3	3	I.A.5
GOAL:						OBJECTIVE:				
TASK:						Explains to client/applicant in office the purpose of the food stamp program, agency requirements for eligibility, procedure for food stamp purchase, and clarifies any questions the applicant may have regarding the program, in order to inform the client/applicant about the eligibility and possible allowance.				
PERFORMANCE STANDARDS						TRAINING CONTENT				
<u>Descriptive:</u> .Explanation is clear and accurate. .Exercises carefulness and patience in explanation/response to question.						<u>Functional:</u> .How to explain information to a particular audience. .How to elicit answers from applicants.				
<u>Numerical:</u> .No more than X% of applicants in quarter complain that explanations of program are unclear. .No more than X% of applicants in quarter complain of worker's attitude (impatient, non-helpful).						<u>Specific:</u> .Knowledge of agency requirements/guidelines for eligibility and procedure for purchase of stamps. .Knowledge of client situation.				

Data	People	Things	Data	People	Things	Reas.	Matn.	Lang.	TASK NO.
W.F. - LEVEL			W.F. - ORIENTATION				G. E. D.		
3B	2	1A	45%	50%	5%	3	1	3	I.A.6

OBJECTIVE:

TASK: Talks to applicant, listening to and answering questions, generally about eligibility requirements, application procedure, grant process, fair hearing, and using agency manual as needed, offering agency literature of the program and application form, in order to provide information about income maintenance program.

PERFORMANCE STANDARDS

Descriptive:

- .Is open, perceptive, and shows concern and patience.
- .Asks relevant questions.
- .Explanations are clear and accurate.

Numerical:

- .X% of applicants over X period of time indicate worker is courteous, receptive.
- .X% of applicants over X period of time indicate information about agency program/procedure/etc. is clear and adequate.

TRAINING CONTENT

Functional:

- .How to present/elicit information to/from a specific audience.

Specific:

- .Knowledge of agency program/general policies/eligibility requirements/procedure in applying fair hearing, grant process.

Data	People	Things	Data	People	Things	INSTR.	Reas.	Math.	Lang.	TASK-NO.
W.F.	LEVEL		W.F.	ORIENTATION				G. E. D.		
3B	3A	1A	50%	45%	5%	3	3	3	3	I.A.7
GOAL:										
OBJECTIVE:										

TASK: Makes home/institutional visit, asks/answers applicant's specific questions in relation to items on application form for income maintenance or other pertinent information, in order to assist applicant in completing form.

PERFORMANCE STANDARDS	TRAINING CONTENT
<u>Descriptive:</u> .Meets request for help promptly or in reasonable period of time. .Exercises patience and respect. .Informational response is clear and concise. .Form is complete and accurate.	<u>Functional:</u> .How to listen to and respond to request/need of specific audience. <u>Specific:</u> .Knowledge of interpretation of specific question meaning on application form according to agency standard manual. .Knowledge of agency eligibility requirements and policies..
<u>Numerical:</u> .In sample of clients over X period of time X% report worker was helpful, courteous. .No more than X% of clients per X period of time complain of worker's manner or clarity of information given. .X number of forms returned and completed with assistance by worker over X period of time contain all essential information.	

Data	People	Things	Data	People	Things	INSTR.	Reas.	Math.	Lang.	TASK-NO.
	W.F. - LEVEL		W.F. - ORIENTATION					G. E. D.		
3B	3A	1A	50%	45%	5%	3	3	1	3	I.A. 8

OBJECTIVE:

GOAL:

TASK: Talks with client; asks/answers questions, amplifying and explaining meaning of specific questions on survey form, in order to enable client to complete questionnaire and/or survey.

PERFORMANCE STANDARDS

Descriptive:

- .Is alert to need for assistance and provides accurate information and explanation.
- .Is clear and to the point.

Numerical:

- .X% of clients surveyed indicate that worker has been helpful in completing surveys, being clear and factual.

TRAINING CONTENT

Functional:

- .How to listen and respond to requests for assistance, explaining general information to specific audience.

Specific:

- .Knowledge of content of the surveys and purposes of the studies.
- .Knowledge of schedule for visiting homes.
- .Knowledge of/familiarity with target group.

Data	People	Things	Data	People	Things	Reas.	Math.	Lang.	TASK-NO.
W.F. - LEVEL			W.F. - ORIENTATION				G. E. D.		
3B	3A	1A	45%	50%	5%	3	3	3	I.A.9
GOAL:						OBJECTIVE:			
TASK: Talks with clients, answers questions, explains, and clarifies information needed, encouraging client to complete application form as necessary, upon request, in order to assist client in completing form.									
PERFORMANCE STANDARDS						TRAINING CONTENT			
<u>Descriptive:</u> .Explanations are clear, concise and related to client's request. .Manner is pleasant, patient. <u>Numerical:</u> .X% of forms worker assists with are complete. .No more than X% of complaints recorded per month on worker's attitude towards applicants.						<u>Functional:</u> .How to explain standard form to specific audience. <u>Specific:</u> .Knowledge of content of application forms. .Knowledge of general information about eligibility requirements and application procedures. .How to use agency guidelines on application form.			

Data		People		Things		Data		People		Things		Instr.		Reas.		Math.		Lang.		TASK-NO.	
W.F. - LEVEL						W.F. - ORIENTATION															
4		2		1A		45%		50%		5%		3		3		1		4		I.A.10	
GOAL:											OBJECTIVE:										
TASK: Talks with, listens to, discusses with client (speaker of another language) regarding questions in English on the application form and client's request for assistance, writes/enters answers on form in English, using own speaking knowledge of second language and reading/writing knowledge of English, in order to complete application form for client.																					
PERFORMANCE STANDARDS											TRAINING CONTENT										
<u>Descriptive:</u> .Meets request promptly. .English meaning is clearly and concisely conveyed in second language. .Manner is courteous and accepting. <u>Numerical:</u> .No more than X number of applications returned for error or omission per X period of time. .No more than X% of clients complain of worker's manner or clarity of speech over X period of time.											<u>Functional:</u> .How to speak foreign language. .How to read and write English application form. .How to answer questions/explain material to specific audience. <u>Specific:</u> .Knowledge of particular information needed on application in relation to agency program(s). .How to use agency manual for completing forms.										

Data	People	Things	Data	People	Things	INSTR.	Reas.	Math.	Lang.	TASK-NO.
W.F.	LEVEL		W.F.	ORIENTATION						
1	1A	1A	90%	5%	5%	1	1	1	1	I.A.11

OBJECTIVE:

GOAL:

TASK: Visually scans application form in order to determine if application form is complete.

PERFORMANCE STANDARDS

Descriptive:

.Does not overlook questions which should be answered.

Numerical:

.In review of application forms over X period of time, found X% to be complete.

TRAINING CONTENT

Functional:

.How to tell if information is missing from form.

Specific:

.Knowledge of what items should be completed on form.

Data	People	Things	Data	People	Things	Reas.	Math.	Lang.	TASK-NO.
W.F.	LEVEL		W.F.	ORIENTATION		INSTR.	G. E. D.		
1	1	1A	5%	5%	90%	1	1	1	I.A.12
GOAL:						OBJECTIVE:			
TASK: Hands out information/makes available brochure concerning the food stamp program (scope of program, eligibility and stamp purchase, etc.) to all clients/applicants, in order to provide clients/applicants with information about the program.									
PERFORMANCE STANDARDS						TRAINING CONTENT			
Descriptive: .Hands out information/makes available brochure of program to all clients/applicants coming into office. Numerical: .Fewer than X number of clients/applicants coming into office do not receive information brochure over X period of time.						Functional: .How to identify item on the basis of specification. Specific: .Knowledge of agency procedure for personal dissemination of informational material. .Knowledge of where supplies are stored.			

Data	People	Things	Data	People	Things	INSTR.	Reas.	Math.	Lang.	TASK-NO.
W.F. - LEVEL			W.F. - ORIENTATION			G. E. D.				
3B	3C	1A	10%	70%	20%	3	2	1	2	I.A.13
GOAL:						OBJECTIVE:				
TASK:						Talks to, plays with, and looks after children of mothers/others who are involved with other staff at the agency, in order to entertain children and divert them from absence of parent(s)/adult(s).				
PERFORMANCE STANDARDS						TRAINING CONTENT				
<u>Descriptive:</u> .Exercises normal controls and cautions to avoid hazards and injury and to comfort children. .Is inventive and creative in involving children in activities.						<u>Functional:</u> .Knowledge of general principles of child care. .Knowledge of play techniques for small children. .How to communicate with children.				
<u>Numerical:</u> .X% of reception area staff report that over X period of time worker has control and is creative.						<u>Specific:</u> .Knowledge of and uses of equipment and facilities available in reception area. .Familiarity with layout and communication system of reception area. .How to play with children; small group games, interests of age groups.				

Data	People	Things	Data	People	Things	Reas.	Math.	Lang.	TASK-NO.
	W.F. - LEVEL		W.F. - ORIENTATION				G. E. D.		
3B	3A	1	35%	60%	5%	3	2	1	2
									I.A.14

OBJECTIVE:

GOAL:

TASK: Attends to applicant's request for direction to restrooms, drinking fountains, etc.; is alert to physical distress indicated by applications or their expressed condition, helping them to rest area or notifying supervisor/nurse of problem; calling for janitorial clean-up if necessary, in order to aid/help/comfort those persons in distress as well as provide comfort to those waiting in the reception area.

TRAINING CONTENT

PERFORMANCE STANDARDS

Descriptive:

- . Responds to requests promptly.
- . Manner is patient, sensitive.

Numerical:

- . X% of applicants report worker was helpful, comforting and kind.
- . X% of co-workers report worker helpful, courteous and alert to persons needing aid.

Functional:

- . How to recognize and respond to requests for aid/help.

Specific:

- . Knowledge of locations of restrooms, drinking fountains, etc.
- . How to contact supervisor/nurse/janitor.
- . Procedures for serving people.

Data	People	Things	Data	People	Things	INSTR.	Reas.	Math.	Lang.	TASK-NO.
W.F. - LEVEL			W.F. - ORIENTATION							
1	1A	1A	20%	5%	75%	1	1	1	1	I.A.15

OBJECTIVE:

GOAL:

TASK: Realigns seating facilities that have been disarrayed by children or clients, replaces/replenishes reading and agency material in racks or tables, in order to keep the reception area orderly.

PERFORMANCE STANDARDS

Descriptive:

- .Unobtrusively replaces chairs, books, literature.
- .Agency literature is readily available.

Numerical:

- .Over X period of time X% of agency staff indicate that reception area is maintained in an orderly manner.
- .X% of sample of clients over X period of time reveals that waiting area is maintained in an orderly and comfortable manner.
- .X% of sample of clients over X period of time state that agency literature was available.

TRAINING CONTENT

Functional:

- .How to rearrange seating and reading materials in a reception area.

Specific:

- .Knowledge of where supplies of books, agency literature are available.
- .Knowledge of reception area traffic flow and necessary seating needs.
- .How to arrange seating and place books and agency literature in reception area.

Data		People	Things	Data	People	Things	Reas.		Math.	Lang.	TASK-NO.
W.F. - LEVEL		W.F. - ORIENTATION		G. E. D.		INSTR.					
2	2	1A	50%	45%	5%	1	1	1	2	I.A.16	
GOAL:											
TASK: Directs/escorts client upon request of supervisor, conversing to put him at ease, in order that client reach a particular office.											
PERFORMANCE STANDARDS						TRAINING CONTENT					
<u>Descriptive:</u> .Directions are clear and accurate. .Manner is pleasant. <u>Numerical:</u> .X% of clients over X period of time indicate that worker's directions were clear and accurate. .No more than X number of clients complain of discourteous manners.						<u>Functional:</u> .How to convey information to specific audience. <u>Specific:</u> .Knowledge of agency offices: location, how to reach.					

Data	People	Things	Data	People	Things	INSTR.	Reas.	Math.	Lang.	TASK-NO.
W.F. - LEVEL			W.F. - ORIENTATION			G. E. D.				
2	1	1	70%	5%	25%	1	1	1	2	I.B.1
GOAL:						OBJECTIVE:				
TASK: Imprints agency stamp on application form and enters onto intake register the name, address, and date of receipt from application forms coming in by mail or left at the office, according to S.O.P., in order to record application.										
PERFORMANCE STANDARDS						TRAINING CONTENT				
<u>Descriptive:</u> .Information is copied accurately and promptly.						<u>Functional:</u> .How to copy information from one form to another.				
<u>Numerical:</u> .Survey of X number of applications processed indicates that worker makes less than X number of errors.						<u>Specific:</u> .Knowledge of S.O.P. for recording applications.				

Data	People	Things	Data	People	Things	Reas.	Math.	Lang.	TASK-NO.
W.F. - LEVEL			W.F. - ORIENTATION			G. E. D.			
3B	1	1A	70%	10%	20%	3	1	4	I.B.2
GOAL:						OBJECTIVE:			
TASK: Reads / scans mail inquiries, identifying those calling for a unique response and those requiring form letters according to S.O.P., notes information to be sent with form letter, using agency guidelines, in order to sort mail and facilitate replies.									
PERFORMANCE STANDARDS						TRAINING CONTENT			
<u>Descriptive:</u> .Identification is accurate. .Notations are complete and accurate. <u>Numerical:</u> .Sample survey of responses sent out over X period of time indicates good judgment and promptness in responses.						<u>Functional:</u> .How to read: letters for content, agency guidelines. .How to identify and select specified information items according to guidelines. <u>Specific:</u> .Knowledge of eligibility, agency services, fair hearing and application procedure, and grant determination process. .Knowledge of agency guidelines on routine and non-routine inquiries.			

Data	People	Things	Data	People	Things	Reas.	Math.	Lang.	TASK-NO.
W.F. - LEVEL			W.F. - ORIENTATION			G. E. D.			
2	1	1	65%	5%	30%	1	1	2	I.B.3
GOAL:						OBJECTIVE:			
TASK: Visually scans mail register for applications sent out to applicants and not returned within X days, in order to identify/list those which have not been returned so that a reminder can be sent.									
PERFORMANCE STANDARDS						TRAINING CONTENT			
<u>Descriptive:</u> .Identification list is accurate and complete.						<u>Functional:</u> .How to scan/identify specific information.			
<u>Numerical:</u> .Review of X number of applications indicate X% were scanned properly and promptly over X period of time.						<u>Specific:</u> .Knowledge of agency guidelines regarding time limits/application process.			

Data	People	Things	Data	People	Things	Reas.	Math.	Lang.	TASK-NO.
W.F. - LEVEL			W.F. - ORIENTATION			G. E. D.			
2	1	1	75%	5%	20%	1	1	2	I.B.4
GOAL:									
OBJECTIVE:									
TASK: Fills in name, address of applicant not returning application form within X days, in order to complete reminder form.									
PERFORMANCE STANDARDS					TRAINING CONTENT				
<u>Descriptive:</u> .Accurate and prompt in completing form. <u>Numerical:</u> .Review of X number of forms completed over X period of time indicates that X% were complete, accurate, and promptly filled out.					<u>Functional:</u> .How to copy information from one form to another. <u>Specific:</u> .Knowledge of S.O.P. for completing reminder form.				

Data		People	Things	Data	People	Things	Instr.		Reas.	Math.	Lang.	TASK-NO.
W.F. - LEVEL				W.F. - ORIENTATION			G. E. D.					
2	1A	1A	1A	20%	5%	75%	1	2	1	2	I.B.5	
GOAL:							OBJECTIVE:					
TASK: Addresses and mails redetermination questionnaires to active cases at specified intervals, according to category of assistance, referring to agency guidelines, in order to distribute redetermination forms.												
PERFORMANCE STANDARDS							TRAINING CONTENT					
<u>Descriptive:</u> .Exercises care to promptly and accurately follow timing intervals for indicated categories. .Exercises care that all persons are notified on time.							<u>Functional:</u> .How to follow a schedule. .How to write: names, addresses. <u>Specific:</u> .Knowledge of timing of redeterminations for various categories as described in agency guidelines. .Knowledge of S.O.P. for addressing envelopes.					
<u>Numerical:</u> .Sample review indicates that worker accurately and promptly sends out questionnaires in X% of instances.												

Data	People	Things	Data	People	Things	Reas.	Matn.	Lang.	TASK-NO.
W.F. - LEVEL			W.F. - ORIENTATION				G. E. D.		
2	1A	1A	80%	5%	15%	2	1	2	I.B.6
GOAL:						OBJECTIVE:			
TASK: Scans pending list of redeterminations, notes names of clients who have failed to respond to reminder within X days, addresses and mails hold check notice to client, following agency procedures, in order to inform client of agency action.									
PERFORMANCE STANDARDS						TRAINING CONTENT			
<u>Descriptive:</u> .Worker is careful and accurate in scanning control register. .Worker acts promptly. <u>Numerical:</u> .In X% of instances over X period of time, worker has been accurate and careful in scanning control and sending out notices. .Sample review over X period of time indicates that worker has acted promptly.						<u>Functional:</u> .How to copy information from one record to another. <u>Specific:</u> .General familiarity with agency eligibility procedure and with agency practice with regard to control register. .How to identify clients who have failed to respond. .Knowledge of S.O.P. for hold check notice.			

Data	People	Things	Data	People	Things	Reas.	Math.	Lang.	TASK-NO.	
W.F. - LEVEL			W.F. - ORIENTATION			INSTR.	G. E. D.			
4	4	1A	50%	40%	10%	4	4	3	4	I.C.1
GOAL:										
OBJECTIVE:										
TASK: Talks with/listens to/asks and answers questions of client in his own home regarding eligibility information given on application, suggests to applicant ways to secure evidence that he does not have, using agency guidelines, in order to verify eligibility information/conduct eligibility study according to "prudent person" policy.										
PERFORMANCE STANDARDS					TRAINING CONTENT					
<u>Descriptive:</u> .Suggests appropriate ways to secure evidence that he does not have. .Copes appropriately with varying client responses. .Information presented and obtained is accurate, and complete. <u>Numerical:</u> .X% of completed studies reviewed over X period of time are accurate/complete. .Survey of applicants indicate that X% believe that worker was helpful, clear, and had maintained objectivity.					<u>Functional:</u> .How to interview: elicit specific information from specific audience. .How to cope with varying client responses. <u>Specific:</u> .Knowledge of agency SOP for home study reports. .Knowledge of guideline for prudent person, eligibility determination, application process.					

Data	People	Things	Data	People	Things	Reas.	Math.	Lang.	TASK-NO.
W.F. - LEVEL			W.F. - ORIENTATION			G. E. D.			
3B	2	1A	50%	45%	5%	3	2	3	I.C.2
GOAL:						OBJECTIVE:			
TASK: Talks with client by phone, in office, or at client's home concerning protective payments, explains information needed, and asks questions, in order to obtain information on need for protective payment.									
PERFORMANCE STANDARDS						TRAINING CONTENT			
<u>Descriptive:</u> .Questions are asked tactfully. .Explanations are clear, accurate. .Questions asked are appropriate. .Information elicited is complete and accurate.						<u>Functional:</u> .How to interview; elicit information from specific audience. <u>Specific:</u> .Knowledge of protective payment policy and procedures under which the policy operates. .Knowledge of what information is required. .Knowledge of client situation.			
<u>Numerical:</u> .Review of X number of contacts with clients over X period of time, reflects worker's clarity and appropriateness of questions. .X number of contacts over X period of time result in completeness and accuracy of information.									

Data	People	Things	Data	People	Things	Reas.	Math.	Lang.	TASK-NO.
W.F.	LEVEL		W.F.	ORIENTATION		INSTR.	G. E. D.		
3B	2	1A	45%	50%	5%	3	1	3	I.C.3

GOAL:

OBJECTIVE:

TASK: Talks with client or other source on phone or in person regarding held check situation, asking questions/listening to/recording answers, following agency guidelines, in order to obtain information needed to release check.

PERFORMANCE STANDARDS

Descriptive:

- .Accurately and thoroughly covers areas of required information.
- .Information obtained is complete and accurate.

Numerical:

- .Review of sample situations over X period of time indicate that X% of information obtained is accurate and complete.
- .Less than X% of clients complain of worker's manner/attitude over X period of time.

TRAINING CONTENT

Functional:

- .How to relate specific information to (general) regulations and policy.
- .How to elicit information from a specific audience.
- .How to identify specified information in a mass of data.

Specific:

- .Knowledge of what information is vital to establish basis for held check or their release.
- .Knowledge of agency procedures regarding processing of held check.

Data	People	Things	Data	People	Things	INSTR.	Reas.	Math.	Lang.	TASK-F.O.
	W.F. - LEVEL		W.F. - ORIENTATION					G. E. D.		
4	2	1A	45%	50%	5%	4	4	2	4	I.C.4

GOAL:

OBJECTIVE:

TASK: Talks with applicant at home or in office, asks appropriate questions, elicits observations and comments, interprets/evaluates signs/signals and verbal responses regarding applicant's disability and social functioning, utilizing agency guidelines for social study, in order to secure information needed to establish eligibility.

PERFORMANCE STANDARDS

Descriptive:

- .Thoroughness in covering required areas.
- .Sensitivity, empathy, and tact during the study.
- .Survey of completed social studies indicates that worker has thoroughly explored all meaningful and necessary facets of social/disability functioning.

Numerical:

- .Survey of X applicants interviewed over X period of time indicate that interviews are thorough and worker was tactful.
- .In not more than X% of case studies does worker need to return to applicant for additional information.

TRAINING CONTENT

Functional:

- .Knowledge and awareness of problems of the disabled.
- .Knowledge of interviewing skills and techniques including understanding of unspoken communication (body language); use of self in interviewing situation.
- .Knowledge of human behavior; of problems/concerns of disabled.

Specific:

- .Knowledge of social study guidelines.
- .Knowledge of eligibility requirements for this category.

Data		People	Things	Data	People	Things	Instr.		Reas.	Math.	Lang.	TASK-NO.
W.F. - LEVEL		W.F. - ORIENTATION					G. E. D.					
4	4A	1A	40%	50%	10%	4	4	3	4			I.C.5
GOAL: OBJECTIVE:												
TASK: Talks with applicant, gives information/ makes suggestions regarding various alternative ways of handling assets that are beyond agency maximum, referring to agency guidelines, in order to assist applicant to meet eligibility requirements.												
PERFORMANCE STANDARDS						TRAINING CONTENT						
<u>Descriptive:</u> .Suggestions are clear, comprehensive, and accurate. .Worker is patient, perceptive, respectful, and acknowledges other viewpoints. <u>Numerical:</u> .X% of applicants surveyed over X period of time indicate that worker was helpful. .X% of excess assets situations surveyed over X period of time indicate that worker was resourceful in offering suggestions.						<u>Functional:</u> .How to listen, speak, and express ideas to specific audience. <u>Specific:</u> .Knowledge of agency eligibility requirements and of regulations regarding disposition of excess assets. .Knowledge of client's situation.						

Data		People		Things		Data		People		Things		Instr.		Reas.		Math.		Lang.		TASK-NO.	
W.F. - LEVEL						W.F. - ORIENTATION															
3B	3A	1A	35%	55%	10%	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	I.C.6
GOAL:																					
TASK: Talks with applicant (in office or on phone) asking questions, listening to responses, offering suggestions, in order to inform applicant how/where he can obtain additional information needed to complete application form.																					
PERFORMANCE STANDARDS											TRAINING CONTENT										
<u>Descriptive:</u> .Explains questions clearly. .Is resourceful in offering suggestions. .Listens carefully to requests made and information given. <u>Numerical:</u> .X% of sampling of contacts made indicate that worker was clear in explanations and was resourceful.											<u>Functional:</u> .How to communicate: how to listen to/ identify the intent of questions asked; answer questions, relating answer to client's experience. <u>Specific:</u> .Knowledge of eligibility requirements and agency policies. .Knowledge of potential collateral sources that may be utilized, e.g., health department for birth certificate, tax and assessment offices for property, etc.										

Data	People	Things	Data	People	Things	INSTR.	Reas.	Math.	Lang.	TASK NO.
W.F.	LEVEL		W.F.	ORIENTATION				G. E. D.		
3B	2	1	45%	50%	5%	3	3	1	3	I.C.7

OBJECTIVE:

GOAL:

TASK: Talks with source of collateral information, explains the need for and requests particular information, using agency guidelines and own judgment, in order to obtain necessary additional information that applicant himself cannot secure.

PERFORMANCE STANDARDS

Descriptive:

- .Clarity and precision in specifying needed information.
- .Pleasant, courteous, and considerate manner.
- .Good judgment in selection of the type of contact made.

Numerical:

- .Review of samples of work over X period of time indicates that worker is clear and precise in X% of requests.
- .Worker has less than X number of complaints about manner over X period of time.
- .In X% of cases worker obtains information on first contact.

TRAINING CONTENT

Functional:

- .How to explain/elicit information from specific audience.

Specific:

- .Knowledge of eligibility factors and collateral sources that are used to establish eligibility under agency regulations.
- .Knowledge of agency eligibility process.

Data	People	Things	Data	People	Things	Reas.	Math.	Lang.	TASK-NO.
W.F. - LEVEL			W.F. - ORIENTATION			G. E. D.			
3B	3B	1	35%	50%	15%	2	1	2	I.C.8
GOAL: OBJECTIVE:									
TASK: Talks with applicant at home or in office, asking questions, listening to/recording answer to specified question on consent form, explaining need for form, in order to provide information needed for client to decide whether to sign consent form.									
PERFORMANCE STANDARDS					TRAINING CONTENT				
<u>Descriptive:</u> .Explains reason for needed information and use of consent form clearly and concisely. .Exercises patience but explains need within reasonable time. <u>Numerical:</u> .X% of applicants contacted over X period of time indicate worker makes requests clearly and in a pleasant manner.					<u>Functional:</u> .How to make explanations to specific audience. .How to write answers to questions on forms. <u>Specific:</u> .Knowledge of regulations regarding consent forms and confidentiality. .Knowledge of reason for consent form as it relates to specific case.				

Data	People	Things	Data	People	Things	Reas.	Math.	Lang.	TASK-NO.
W.F.	LEVEL		W.F.	ORIENTATION		G.	E. D.		
3B	3B	1	45%	50%	5%	3	1	4	I.C.9

OBJECTIVE:

TASK: Advises/ explains the need for current medical examination, explores with applicant preference for seeing own/agency doctor, answering questions/countering arguments as necessary, in order to persuade client to schedule medical examination.

PERFORMANCE STANDARDS

Descriptive:

- .Explanation is clear, helpful, persuasive.
- .Manner is pleasant and courteous.

Numerical:

- .Sample of applicants indicate that worker was helpful and clear in arrangements in X% of situations.
- .X% of clients contacted make appointment for medical examination.

TRAINING CONTENT

Functional:

- .How to influence persons in favor of course of action.
- .How to explain material to specific audience.

Specific:

- .Knowledge of agency requirements for medical eligibility.
- .Knowledge of medical resources client can utilize and procedure for making arrangements.
- .Knowledge of client situation.

Data	People	Things	Data	People	Things	INSTR.	Reas.	Math.	Lang.	TASK NO.
W.F. - LEVEL			W.F. - ORIENTATION					G. E. D.		
4	4A	1	45%	50%	5%	3	4	3	4	I.C.10

GOAL:

OBJECTIVE:

TASK: Converses with (talks to/listens to/responds to) applicant or inquirer about social service need, using agency guidelines and own knowledge and experience, assisting applicant to clarify/ articulate need, conferring with appropriate staff in unusual situations, in order to provide applicant with information he needs to decide whether he wants referral to social service unit.

PERFORMANCE STANDARDS

Descriptive:

- .Is attentive to questions and responses of applicant.
- .Discussion is clear, relevant, and responsive to client.
- .Manner is warm, empathic, pleasant.

Numerical:

- .X number of clients agree that worker is pleasant, helpful.
- .No more than X% of clients complain that information was inaccurate.

TRAINING CONTENT

Functional:

- .How to explore needs with particular audience.
- .How to read/interpret agency guidelines.

Specific:

- .Knowledge of social service functions.
- .Knowledge of agency guidelines material.
- .Knowledge of location/availability of staff for conferring.

Data	People	Things	Data	People	Things	INSTR.	Reas.	Math.	Lang.	TASK-NO.
W.F. LEVEL			W.F. ORIENTATION				G.	E.	D.	
3B	2	1A	45%	50%	5%	3	3	3	4	I.C.11
GOAL:						OBJECTIVE:				
TASK: Talks with supervisory or senior staff asking technical questions concerning eligibility requirements, grant determination, WIN eligibility, application processing, etc., in order to obtain explanation/clarification of presented problem.										
PERFORMANCE STANDARDS						TRAINING CONTENT				
<u>Descriptive:</u> .Clarity in conveying and interpreting technical point or difficulty raised by client.						<u>Functional:</u> .How to explain problem/summarize issues involved to specific audience.				
<u>Numerical:</u> .Review of X number of consultations over X period of time indicates that worker is clear in explaining his points and in interpreting information provided by client.						<u>Specific:</u> .Knowledge of eligibility requirements and application processing. .Knowledge of staff available for consultation and how to contact them. .Knowledge of client situation.				

Data	People	Things	Data	People	Things	INSTR.	Reas.	Math.	Lang.	TASK-NO.
W.F. - LEVEL			W.F. - ORIENTATION			G. E. D.				
3B	3A	1A	40%	55%	5%	3	3	1	4	I.C.13
GOAL:						OBJECTIVE:				
TASK:						Talks with client at office about his refusal of work/training, listens to client's explanation, asks appropriate clarifying questions, offers further information, in order to clarify the reasons for his refusal of work/training.				
PERFORMANCE STANDARDS						TRAINING CONTENT				
<u>Descriptive:</u> - Helps client to clarify and explore reasons for refusal thoroughly. - Maintains a non-critical, objective attitude towards client's behavior and decision. <u>Numerical:</u> - Review of X number of interviews over X period of time indicates that worker is clarifying, thorough, and objective in X% of interviews reviewed.						<u>Functional:</u> - How to interview, maintaining a central purpose so as to elicit information from a specific audience. - General knowledge of client population attitudes toward work/employment. <u>Specific:</u> - Knowledge of WIN regulations regarding job refusal. - Knowledge of agency policy regarding job/training refusal by client and how it will affect his situation.				

Data	People	Things	Data	People	Things	INSTR.	Reas.	Math.	Lang.	TASK-NO.
W.F. - LEVEL			W.F. - ORIENTATION				G. E. D.			
3B	2	1A	40%	55%	5%	2	3	1	3	I.C.14

OBJECTIVE:

GOAL:

TASK: Talks with representatives of manpower agency, asking questions/listening to answers about client's refusal of work/training, in order to clarify/obtain information on refusal.

PERFORMANCE STANDARDS

Descriptive:

- .Thoroughly covers what is needed and is accurate in information secured.
- .Telephone manner is pleasant.

Numerical:

- .Sample of X number of contacts reviewed indicates that worker is thorough and accurate in X% of contacts.
- .No more than X number of complaints about worker's manner are made over X period of time.

TRAINING CONTENT

Functional:

- .How to elicit specified information from specific audience.

Specific:

- .Knowledge of S.O.P. regarding WIN referrals and job referrals by manpower agency.
- .Knowledge of specific persons at manpower agency who would have information desired.

Data	People	Things	Data	People	Things	INSTR.	Reas.	Matn.	Lang.	TASK NO.
W.F. - LEVEL			W.F. - ORIENTATION							
3B	2	1A	50%	40%	10%	2	2	1	3	I.D.4
GOAL:						OBJECTIVE:				
TASK: Talks with applicant by phone/in person, explaining requirement for home/office visit to conduct a social study, suggesting possible times, and eliciting selection of one time by applicant, in order to schedule appoint for social study.										
PERFORMANCE STANDARDS						TRAINING CONTENT				
<u>Descriptive:</u> .Explanation is clear and accurate. .Manner is pleasant and courteous. .Appointment time is mutually satisfactory.						<u>Functional:</u> .How to explain material to specific audience. .How to elicit response from specific audience.				
<u>Numerical:</u> .Sample review of applicants indicates worker was clear in explaining reasons for study and was understanding and courteous in arranging appointments.						<u>Specific:</u> .Knowledge of agency policy and S.O.P. regarding social study visit.				

Data	People	Things	Data	People	Things	INSTR.	Reas.	Math.	Lang.	TASK NO.
W.F. - LEVEL			W.F. - ORIENTATION							
4	1A	1A	85%	5%	10%	3	4	3	4	I.E.1
GOAL: OBJECTIVE:										
TASK: Examines information on application form, along with other information supplied by applicant and collateral sources, in relation to eligibility requirements as stated in agency guidelines, in order to determine if applicant is eligible.										
PERFORMANCE STANDARDS						TRAINING CONTENT				
<u>Descriptive:</u> .Worker is thorough and accurate in comparing items on application against eligibility check list. .Decisions are consistent with available information. <u>Numerical:</u> .Review of forms completed over X period of time reveals less than X number of errors.						<u>Functional:</u> .How to evaluate social and financial data in relation to criteria. .How to read: agency guidelines, eligibility requirements, case record information. <u>Specific:</u> .Knowledge of agency program eligibility requirements. .How to use application and other forms.				

Data	People	Things	Data	People	Things	INSTR.	Reas.	Math.	Lang.	TASK-NO.
W.F. - LEVEL			W.F. - ORIENTATION			G. E. D.				
4	1	1A	90%	5%	5%	4	4	3	4	I.E.3
GOAL:						OBJECTIVE:				
TASK: Reads and evaluates application forms where service for special/urgent need is requested in relation to agency guidelines and enters notation of action on application form, in order to make and record decision to approve, disapprove, or hold requests in abeyance.										
PERFORMANCE STANDARDS						TRAINING CONTENT				
<u>Descriptive:</u> .Evaluation is complete and thorough. .Decision is consistent with available data. <u>Numerical:</u> .Sampling of X number of applications over X period of time indicates that good judgment was exercised in X% of situations.						<u>Functional:</u> .How to review material on application and relate it to agency requirements. <u>Specific:</u> .Knowledge of agency guidelines with respect to special need. .Knowledge of eligibility requirements and policies.				

Data	People	Things	Data	People	Things	Reas.	Math.	Lang.	TASK NO.
W.F. - LEVEL	W.F. - LEVEL	W.F. - ORIENTATION	W.F. - ORIENTATION	W.F. - ORIENTATION	W.F. - ORIENTATION	INSTR.	G. E. D.		
4	1A	1A	85%	5%	10%	3	3	4	I.E.4
GOAL:									
TASK: Evaluates information supplied on application form in relation to policy requirements for assistance category/program applied for, utilizing agency guidelines and worksheet, in order to determine if additional information is needed before eligibility can be determined.									
PERFORMANCE STANDARDS					TRAINING CONTENT				
<u>Descriptive:</u> .Analysis is complete, accurate. .Completes task with reasonable speed. <u>Numerical:</u> .Less than X% of applications fail to be evaluated within specified time. .No more than X complaints that unnecessary information was requested due to faulty/incomplete analysis.					<u>Functional:</u> .How to review/evaluate information in relation to specified criteria. <u>Specific:</u> .How to use list and manuals and compare with agency policies. .Knowledge of eligibility requirements, policies, etc.				

Data	People	Things	Things	People	Things	Reas.	Math.	Lang.	TASK-NO.
W.F.	LEVEL	W.F.	ORIENTATION	W.F.	ORIENTATION	INSTR.	G. E. D.		
4	2	1A	50%	40%	10%	4	3	4	I.E.5

GOAL:

OBJECTIVE:

TASK:

Talks with applicant about need for emergency assistance, asks questions, records responses, elicits supporting documentation, and evaluates in relation to agency guidelines, in order to decide whether application should be processed as an emergency.

PERFORMANCE STANDARDS

Descriptive:

- .Decision is consistent with agency guidelines and information available.
- .Evaluation is complete and accurate.
- .Manner is pleasant.

Numerical:

- .Periodic survey indicates X% of emergency applications are properly marked.

TRAINING CONTENT

Functional:

- .How to evaluate specific information in relation to general guidelines.
- .How to communicate, asking questions to elicit specific information from specific audience.

Specific:

- .Knowledge of eligibility requirements.
- .Knowledge of agency guidelines regarding emergency eligibility.
- .Knowledge of processing procedures regarding emergencies.

Data	People	Things	Data	People	Things	INSTR.	Reas.	Math.	Lang.	TASK-NO.
W.F. - LEVEL			W.F. - ORIENTATION					G. E. D.		
4	2	1A	60%	30%	10%	3	3	1	4	I.E.6

OBJECTIVE:

GOAL:

TASK: Talks with client regarding the circumstances of a lost or stolen assistance check, asking questions, listening to answers, and evaluating circumstances reported in relation to policy, in order to determine what action should be taken.

PERFORMANCE STANDARDS	TRAINING CONTENT
<u>Descriptive:</u> .Worker is careful to secure appropriate detailed information. .Evaluation is thorough and consistent with agency policy. <u>Numerical:</u> .Review of X contacts over X period of time indicates that worker is thorough, prompt, and accurate in X% of situations.	<u>Functional:</u> .How to elicit desired information following a prescribed format. .How to relate information received to agency regulations. <u>Specific:</u> .Knowledge of agency policy and procedure regarding lost or stolen checks.

Data	People	Things	Data	People	Things	INSTR.	Reas.	Math.	Lang.	TASK NO.
W.F. - LEVEL			W.F. - ORIENTATION					G. E. D.		
4	1A	1A	90%	5%	5%	3	4	3	4	1 E 7

OBJECTIVE:

GOAL:

TASK:

Examines information on application form regarding assets of personal and/or real property insurance, in relation to agency guidelines, in order to determine whether property should be disposed of or converted.

PERFORMANCE STANDARDS

Descriptive:

- .Elements are checked correctly and with reasonable speed.
- .Analysis and conclusions are consistent with given information.

Numerical:

- .Review of sample of cases evaluated indicate fewer than X% inconsistencies between conclusions and data, oversight of information, or error in interpretation of data.

TRAINING CONTENT

Functional:

- .How to analyze application assets data in relation to criteria.

Specific:

- .Knowledge of agency policy relative to client assets.

Data	People	Things	Data	People	Things	Reas.	Math.	Lang.	TASK NO.
W.F. - LEVEL			W.F. - ORIENTATION			INSTR.	G. E. D.		
4	1A	1A	85%	5%	10%	3	3	1	4
									I.E.8

OBJECTIVE:

TASK: Reads/reviews application forms for AFDC for eligible children whose father is absent and not making support payments, in relation to program eligibility guidelines, in order to determine whether referral for non-support action should be made.

PERFORMANCE STANDARDS

Descriptive:

- .Analysis is accurate and thorough.
- .Referral reflects good judgment and proper use of guidelines.

Numerical:

- .In review of sample of cases X% of referrals reflect good judgment and proper use of guidelines.

TRAINING CONTENT

Functional:

- .How to assess circumstance reported in relation to criteria.

Specific:

- .Knowledge of agency S.O.P. and guidelines regarding non-support referrals.

Data	People	Things	Data	People	Things	Reas.	Math.	Lang.	TASK-NJ.
W.F. - LEVEL			W.F. - ORIENTATION				G. E. D.		
3A	2	2	70%	25%	5%	3	3	3	I.E.10

OBJECTIVE:

TASK: Asks questions/listens to/records answers of applicant regarding possible hardship deductions, and makes necessary computations according to S.O.P., in order to determine cash purchase amount for applicant.

PERFORMANCE STANDARDS

Descriptive:

- .Asks questions clearly.
- .Information obtained is accurate and complete.
- .Calculations are accurate.

Numerical:

- .Sample of worker's cases over X period of time indicates that worker's computations are X% accurate.

TRAINING CONTENT

Functional:

- .How to add, subtract, multiply using fractions.
- .How to ask questions to elicit information from specific audience.
- .How to select data in relation to specifications/requirements for amount and kind.

Specific:

- .Knowledge of agency policies/procedures and tables (if applicable) for computing cash purchase amounts.

Data	People	Things	Data	People	Things	Reas.	Math.	Lang.	TASK-NJ.
W.F. - LEVEL			W.F. - ORIENTATION			INSTR.	G. E. D.		
3B	1A	1A	90%	5%	5%	3	3	3	I.E.11
GOAL:						OBJECTIVE:			
TASK:						TASK:			
Reads/evaluates description of assets and income on application form and compares information with criteria for determining length of certification period, in order to decide on length of period.						Reads/evaluates description of assets and income on application form and compares information with criteria for determining length of certification period, in order to decide on length of period.			
PERFORMANCE STANDARDS						TRAINING CONTENT			
<u>Descriptive:</u> .Worker is accurate in making comparisons/evaluation. .Decision is consistent with available information.						<u>Functional:</u> .How to relate general criteria and information to specific items. <u>Specific:</u> .Knowledge of S.O.P. for determining length of certification period.			
<u>Numerical:</u> .Review of X number of certifications over X period of time indicates that X% have no errors and were completed promptly.									

Data	People	Things	Data	People	Things	INSTR.	Reas.	Math.	Lang.	TASK-FJ.
W.F.	LEVEL		W.F.	ORIENTATION				G. E. D.		
3A	1A	1A	80%	5%	15%	3	3	3	3	I.E.12

OBJECTIVE:

GOAL:

TASK: Reviews budget information, makes computation of assistance to be issued, utilizing agency guidelines on standards of assistance, and writes/fills in information on form, in order to complete payment certification.

PERFORMANCE STANDARDS

Descriptive:

- .Computations are accurate and complete.
- .Payment is consistent with agency guideline.

Numerical:

- .Review of sample of work over X period of time indicates X% accuracy and promptness.

TRAINING CONTENT

Functional:

- .How to make computations involving fractions, decimals, and percentages.

Specific:

- .How to use agency guidelines on standards of assistance.

Data	People	Things	Data	People	Things	Reas.	Matn.	Lang.	TASK-NO.
W.F. - LEVEL			W.F. - ORIENTATION				G. E. D.		
4	1	1	75%	5%	20%	4	1	4	I.E.J3

OBJECTIVE:

GOAL:

TASK: Reads/reviews application form, noting and evaluating an expressed or implied need for social service assistance, in relation to agency guidelines, in order to decide whether to refer client to social service unit.

PERFORMANCE STANDARDS

Descriptive:

- .Is perceptive to a direct request or an implicit need for services.
- .Referral made as result of decision is appropriate.

Numerical:

.Sample of X number of applications over X period of time indicates that worker has correctly detected need for services and made appropriate referral in X% of cases.

TRAINING CONTENT

Functional:

- .How to evaluate social and financial needs in relation to services.

Specific:

- .Knowledge of social services and guidelines of agency.

Data	People	Things	Data	People	Things	Reas.	Math.	Lang.	TASK NO.
W.F. - LEVEL			W.F. - ORIENTATION			INSTR.	G. E. D.		
4	1A	1A	90%	5%	5%	4	4	3	4
GOAL:						OBJECTIVE:			
TASK: Reviews/examines completed redetermination questionnaire, noting any new or unclear information, comparing same with prior application, and evaluating in relation to criteria, in order to determine if change in grant or case status is warranted.									
PERFORMANCE STANDARDS						TRAINING CONTENT			
<u>Descriptive:</u> .Review is thorough and accurate. .Decision is consistent with available data. <u>Numerical:</u> .Survey of sample reviews indicate that worker is X% accurate in noting changes and new information over X period of time. .Sample of reviews over X period of time indicate that worker made appropriate determination.						<u>Functional:</u> .How to review/evaluate social/financial information in relation to criteria. <u>Specific:</u> .Knowledge of general eligibility requirements for assistance and specific requirements for the various categories of assistance.			

Data	People	Things	Data	People	Things	INSTR.	Reas.	Math.	Lang.	TASK NO.
W.F. - LEVEL			W.F. - ORIENTATION			G. E. D.				
4	1A	1A	80%	5%	15%	4	4	3	4	I.E.15
GOAL:						OBJECTIVE:				
TASK: Reviews/evaluates protective payments/arrangements, comparing old situation with client's present circumstances and ability to handle his money as reported in the case file, relating this to agency policies in such cases, in order to make a decision whether arrangement is to be continued or discontinued.										
PERFORMANCE STANDARDS						TRAINING CONTENT				
<u>Descriptive:</u> .Assignment is carried out promptly. .Accurately evaluates information in relation to protective payment situation. .Decision is consistent with agency policy. <u>Numerical:</u> .X% of sample reviews over X period of time indicates that worker is prompt and has accurately evaluated the situation.						<u>Functional:</u> .How to apply general criteria to specific situations. <u>Specific:</u> .Knowledge of what to look for in reviews of protective payments. .Knowledge of agency protective payment policies. .Knowledge of the case involved.				

Data	People	Things	Data	People	Things	INSTR.	Reas.	Math.	Lang.	TASK-N.
W.F. - LEVEL			W.F. - ORIENTATION				G. E. D.			
4	1A	1A	80%	10%	10%	3	4	1	4	I.E.16
GOAL:						OBJECTIVE:				
TASK: Reviews/evaluates information received on held check situation in relation to agency guidelines/policies, in order to determine whether check can be released.										
PERFORMANCE STANDARDS						TRAINING CONTENT				
<u>Descriptive:</u> .Evaluation is complete, thorough. .Decision is consistent with agency policy.						<u>Functional:</u> .How to relate specific information to more general policies of agency.				
<u>Numerical:</u> .Review of X number of items processed over X period of time indicates that worker has acted promptly and used good judgment in X% of determinations.						<u>Specific:</u> .Knowledge of agency policies on held checks.				

Data	People	Things	Data	People	Things	INSTR.	Reas.	Math.	Lang.	TASK NO.
W.F.	LEVEL		W.F.	ORIENTATION				G. E. D.		
4	1A	1	80%	10%	10%	3	4	3	4	I.E.17

GOAL: OBJECTIVE:

TASK: Examines and evaluates changes in information in case record in relation to regulations and requirements for eligibility and grant levels, in order to determine whether grant should be continued/discontinued, and whether grant level should be changed.

PERFORMANCE STANDARDS TRAINING CONTENT

Descriptive:
 .Examination is thorough and accurate.
 .Decision is consistent with available information.

Numerical:
 .Review of X evaluations over X period indicates that worker has completed X% accurately and thoroughly.

Functional:
 .How to relate specific items to generalized regulations and requirements.

Specific:
 .Knowledge of eligibility requirements and procedures.

Data	People	Things	Data	People	Things	INSTR.	Reas.	Math.	Lang.	TASK-NO.
W.F. - LEVEL			W.F. - ORIENTATION					G. E. D.		
4	1A	1A	80%	10%	10%	3	3	1	4	I.E.18

OBJECTIVE:

GOAL:

TASK: Reviews/evaluates information gathered on client's work refusal, in relation to agency regulations, in order to determine whether referral to WIN was appropriate or inappropriate.

PERFORMANCE STANDARDS

Descriptive:

- .Evaluation is accurate and thorough.
- .Decision is consistent with agency regulations.

Numerical:

- .Review of a sample of X decisions over X period of time indicates that worker is accurate and has exercised good judgment in X% of situations.

TRAINING CONTENT

Functional:

- .How to apply general criteria to specific situations.

Specific:

- .Knowledge of regulations regarding WIN referrals.
- .Knowledge of manpower agency regulations regarding job refusal.
- .Knowledge of client's situation.

Data	People	Things	Data	People	Things	Reas.	Math.	Lang.	TASK-NO.
W.F. - LEVEL			W.F. - ORIENTATION			G. E. D.			
4	1A	1A	80%	10%	10%	3	1	4	I.E.19
GOAL:						OBJECTIVE:			
TASK:						Reviews/evaluates social service report outlining the effectiveness for client of 60-day counseling period, in relation to agency regulations/guidelines, in order to decide whether grant is to be changed or left standing.			
PERFORMANCE STANDARDS						TRAINING CONTENT			
<u>Descriptive:</u> .Evaluation is complete, thorough. .Decision is consistent with facts and agency guidelines.						<u>Functional:</u> .How to apply general criteria to specific situations. .How to read social service report and regulations/guidelines.			
<u>Numerical:</u> .Sample of worker's reviews indicates that he has acted promptly and accurately in X% of situations.						<u>Specific:</u> .Knowledge of WIN agency regulations regarding work refusal and counseling.			

Data	People	Things	Data	People	Things	INSTR.	Reas.	Math.	Lang.	TASK-F.J.
W.F.	LEVEL		W.F.	ORIENTATION				G. E. D.		
4	2	1A	40%	55%	5%	3	4	3	4	I.F.1

OBJECTIVE:

GOAL:

TASK: Explains eligibility decision, including his rights and responsibilities, to applicant, answers questions regarding decision, amount of grant, any change in grant (redetermination), in order that applicant/client may understand agency decision, amount of grant if eligible, and rights and responsibilities.

PERFORMANCE STANDARDS

Descriptive:

- .Explains agency decision and case action clearly and accurately.
- .Answers to applicant's questions are pertinent and clear and unbiased.
- .Pleasant manner toward applicant.

Numerical:

- .Sample review of X number of applicants over X period of time indicates that worker's explanations of case actions are clear, accurate, and unbiased.
- .Over X period of time no more than X% of clients queried indicate worker was unpleasant.

TRAINING CONTENT

Functional:

- .How to convey information to specific audience.

Specific:

- .Knowledge of eligibility requirements, agency services, fair hearing process.
- .Knowledge of client situation.

Data	People	Things	Data	People	Things	Reas.	Math.	Lang.	TASK-N.O.
W.F. - LEVEL	W.F. - ORIENTATION	W.F. - ORIENTATION	W.F. - ORIENTATION	W.F. - ORIENTATION	W.F. - ORIENTATION	G. E. D.			
4	4A	1A	45%	50%	5%	3	3	4	I.F.2
GOAL:									
OBJECTIVE:									
TASK: Talks with client/discusses/clarifies budget changes/eligibility or ineligibility, and informs him of procedures to request information relating to his situation, in order to inform client and increase his understanding of the options available.									
PERFORMANCE STANDARDS					TRAINING CONTENT				
<u>Descriptive:</u> .Worker is clear and factual in his explanation. .Worker is thorough in covering all essential points. <u>Numerical:</u> .Review of X number of worker's contacts over X period of time indicates that worker is clear and covers all essentials in his explanations.					<u>Functional:</u> .How to explain/relate procedures to specific audience. .How to condense essentials from mass of data. <u>Specific:</u> .Knowledge of agency's regulations/procedures regarding eligibility, budgeting, and fair hearing procedures. .Knowledge of client situation.				

Data	People	Things	Data	People	Things	Reas.	Math.	Lang.	TASK-NJ.
W.F. - LEVEL			W.F. - ORIENTATION			INSTR.	G. E. D.		
3B	2	1A	35%	60%	5%	3	3	1	4
						I.F.3			
GOAL:						OBJECTIVE:			
TASK: Talks with client, explaining the WIN program, referral process, and how the program will affect his assistance payment and relationship with the agency, in order to help him understand WIN referral.									
PERFORMANCE STANDARDS						TRAINING CONTENT			
<u>Descriptive:</u> .Explanations are clear and accurate and relate to client's situation. .Shows/indicates concern and understanding of client.						<u>Functional:</u> .How to convey information to and answer questions of specific audience. .How to relate general information to a specific situation.			
<u>Numerical:</u> .Review of X number of client contacts indicate that worker is clear in his explanations of program referral and agency relationship, making it relevant to client's circumstances, in X% of situations.						<u>Specific:</u> .Knowledge and understanding of the WIN program and how client referral relates to assistance budgets and the agency.			

Data	People	Things	Data	People	Things	Reas.	Math.	Lang.	TASK-NO.
W.F. - LEVEL			W.F. - ORIENTATION			G. E. D.			
3B	3A	1A	45%	50%	5%	3	4	4	I.F.4
GOAL:									
OBJECTIVE:									
TASK: Explains to applicant possible benefits and entitlement from given resources noted on application, i.e., social security, railroad retirement, veterans' benefits, maritime and union, and others, and requests/elicits client's signature on consent form, in order to secure applicant's written consent to verify availability of benefit.									
PERFORMANCE STANDARDS					TRAINING CONTENT				
<u>Descriptive:</u> .Explanations are clear to applicant. .Pleasant and helpful manner in approach to applicants. <u>Numerical:</u> .Survey of X% of applicants over X period of time indicates worker was clear in explanations for consent request, and was pleasant and helpful. .No more than X instances of worker's failure to identify resources for which clients are eligible.					<u>Functional:</u> .How to recognize resource possibilities. .How to ask questions and obtain and convey information from/to specific audience. <u>Specific:</u> .How to use directories and other sources concerning resources/benefits. .Knowledge of S.O.P. for obtaining benefits.				

Data		People		Things		Data		People		Things		Reas.		Math.		Lang.		TASK-NJ.	
W.F. LEVEL						W.F. ORIENTATION						INSTR.		G. E. D.					
3B	1A	1A				85%		5%		10%		3	4		3		4		I.G.1
GOAL:										OBJECTIVE:									
TASK: Writes/composes social study report on evaluation of applicant's social functioning/disability from information in case record, utilizing agency guidelines, reviews/edits transcribed/typed copy of report, making any necessary corrections, in order to provide social study to medical review team.																			
PERFORMANCE STANDARDS										TRAINING CONTENT									
<u>Descriptive:</u> .Report is thorough and accurate. .Completes task in reasonable time. <u>Numerical:</u> .X% of reports are accurate, thorough (contain all necessary information correctly transcribed). .Completes report in X period of time from receipt of instructions.										<u>Functional:</u> .How to write a report, following guidelines. .How to read and summarize case record information. <u>Specific:</u> .Knowledge of agency guidelines for social study. .Knowledge of client situation.									

Data		People		Things		Data		People		Things		Instr.		Reas.		Math.		Lang.		TASK-P.O.	
W.F. - LEVEL						W.F. - ORIENTATION															
3B	1		1		80%		5%		15%		3		3		1		4				I.G.2
GOAL: OBJECTIVE:																					
TASK: Writes/composes letter to source of collateral information explaining the need for particular information, using agency guidelines and own knowledge of case status, in order to request necessary additional information that applicant himself cannot secure.																					
PERFORMANCE STANDARDS											TRAINING CONTENT										
<u>Descriptive:</u> .Letter is clear, precise, businesslike, and courteous. <u>Numerical:</u> .No more than X number of complaints received over X period of time that letter was unclear, imprecise, or discourteous. .Over X period of time, X% of needed information is obtained.											<u>Functional:</u> .How to write/compose business letter. <u>Specific:</u> .Knowledge of agency guideline/information needed. .Knowledge of available collateral sources.										

Data		People	Things	Data	People	Things	Reas.	Math.	Lang.	TASK - N.J.
W.F. - LEVEL		W.F. - ORIENTATION		G. E. D.		I. G. 3				
3B	1A	1B	80%	10%	10%	2	2	1	4	I. G. 3
GOAL: OBJECTIVE:										
TASK: Writes/composes letter to manpower agency explaining that a review has been held and that it has been determined that client is not appropriate/is appropriate for referral to WIN, in order to inform manpower agency of client's status.										
PERFORMANCE STANDARDS						TRAINING CONTENT				
<u>Descriptive:</u> .Letter is complete, accurate, businesslike, and courteous. <u>Numerical:</u> .Survey indicates that worker has correctly and completely conveyed information in X% of situations.						<u>Functional:</u> .How to write business letters. .How to select relevant data from a mass. <u>Specific:</u> .Knowledge of appropriate contacts and procedures at manpower agency. .Knowledge of S.O.P. for letters to manpower agencies.				

Data	People	Things	Data	People	Things	INSTR.	Reas.	Math.	Lang.	TASK-NJ.
W.F. - LEVEL			W.F. - ORIENTATION			G. E. D.				
3B	1A	1	85%	5%	10%	4	3	3	4	1, 2, 4
GOAL:						OBJECTIVE:				
TASK: Writes/composes letter in answer to specific request for information regarding eligibility, fair hearings, etc., referring to guidelines/manuals, etc., as necessary, in order to prepare a reply for typing.										
PERFORMANCE STANDARDS						TRAINING CONTENT				
<u>Descriptive:</u> .Letter is complete, concise, and pertinent. .Information is accurate. <u>Numerical:</u> .No more than X number of complaints from clients that letter was not pertinent to request, or was unclear or unnecessarily delayed.						<u>Functional:</u> .How to write/compose business letters responding to specific requests for information. .How to read: guidelines, manuals, etc. <u>Specific:</u> .Knowledge of S.O.P. for responding to requests. .How to use agency guidelines, manuals, etc.				

Data	People	Things	Data	People	Things	Reas.	Math.	Lang.	TASK NO.
W.F. - LEVEL			W.F. - ORIENTATION			G. E. D.			
3B	1A	1A	90%	5%	5%	3	1	4	I.G.5
GOAL:						OBJECTIVE:			
TASK:						Writes/drafts letter giving agency eligibility decisions, amount of grant if eligible, reason for change, if any, rights and responsibilities of client, in order to notify client of status of case.			
PERFORMANCE STANDARDS						TRAINING CONTENT			
<u>Descriptive:</u> .Letter is complete and accurate. .Explanations are clear. <u>Numerical:</u> .All data/information is covered. .Less than X% of clients complain that letters are unclear, inaccurate.						<u>Functional:</u> .How to write/compose business letters. <u>Specific:</u> .Knowledge of status of case. .Knowledge of S.O.P. for letter.			

Data		People		Things		Data		People		Things		Instr.		Reas.		Math.		Lang.		TASK - F.J.	
W.F. - LEVEL						W.F. - ORIENTATION															
3B	1	1	1	85%	5%	10%	3	3	2	4	I.G.6										
GOAL:												OBJECTIVE:									
TASK:												Writes/composes letter of inquiry to medical service provider, identifying applicant, and enclosing signed copy of consent form, in order to request medical report needed to establish applicant's eligibility.									
PERFORMANCE STANDARDS												TRAINING CONTENT									
<u>Descriptive:</u> .Letter is thorough and clear. <u>Numerical:</u> .Sample review of X number of letters prepared over X period of time indicates worker is thorough in covering essential points.												<u>Functional:</u> .How to write/compose business letter. <u>Specific:</u> .Knowledge of S.O.P. for requesting information from medical provider. .Knowledge of case situation.									

Data	People	Things	Data	People	Things	Reas.	Math.	Lang.	TASK-NO.
W.F. - LEVEL			W.F. - ORIENTATION			G. E. D.			
3B	1A	1A	90%	5%	5%	3	3	4	I.G.7

OBJECTIVE:

GOAL:

TASK: Gathers/collects information on disposition of applicant's assets provided by applicant, collateral sources, etc., and summarizes and enters in case record according to S.O.P., in order to record information needed for applicant to qualify for assistance.

TRAINING CONTENT

PERFORMANCE STANDARDS

Descriptive:

- .Summary is thorough, accurate, clear, and concise.
- .Entries in case record are made according to S.O.P.

Numerical:

- .No more than X complaints that information in summary is inaccurate, or incomplete, or that summary is unclear or imprecise, over X period of time.

Functional:

- .How to summarize information from several sources.
- .How to read case information.

Specific:

- .Knowledge of S.O.P. for recording information in case record.
- .Knowledge of case situation.

Data	People	Things	Data	People	Things	INSTR.	Reas.	Math.	Lang.	TASK NO.
W.F. - LEVEL			W.F. - ORIENTATION			G. E. D.				
2	1	2B	55%	5%	40%	2	2	1	2	I.G.9
GOAL:						OBJECTIVE:				
TASK: Types/enters specified information in new cases on master card, or updates old master card in reopened cases, from information on application form, and assigns case number for new cases according to S.O.P., in order to complete master card for the central files.										
PERFORMANCE STANDARDS						TRAINING CONTENT				
<u>Descriptive:</u> .Accurate in transcribing information onto master cards, and assigning case number. .Types accurately and with reasonable speed. <u>Numerical:</u> .Review of X number of cards typed indicates information on X% of cards is typed/transcribed accurately, completely, and case number is correctly assigned.						<u>Functional:</u> .How to type information on forms. <u>Specific:</u> .Knowledge of S.O.P. for transcribing information on master card.				

Data	People	Things	Data	People	Things	INSTR.	Reas.	Math.	Lang.	TASK-NO.
W.F. - LEVEL			W.F. - ORIENTATION					G. E. D.		
2	1A	1A	70%	10%	20%	2	2	1	3	I.G.10

OBJECTIVE:

GOAL:

TASK: Fills out/enters specified information on authorization form for release of held check or discontinuance of assistance, in order to complete form for routing to grant issuance unit.

PERFORMANCE STANDARDS

Descriptive:

- .Worker is precise in entering specified information on authorization.
- .Acts promptly after being supplied with information.

Numerical:

- .Worker makes less than X number of errors in X number of authorizations reviewed over X period of time.

TRAINING CONTENT

Functional:

- .How to enter specified information on form.

Specific:

- .Knowledge of S.O.P. for completing authorization form.

Data	People	Things	Data	People	Things	INSTR.	Reas.	Math.	Lang.	TASK NO.
W.F. - LEVEL			W.F.	ORIENTATION			G. E. D.			
2	1A	1B	80%	5%	15%	2	2	1	3	I.G.11
GOAL: OBJECTIVE:										
TASK: Transcribes/copies specified identifying information from assistance application or from case record of client eligible for referral to WIN, onto WIN referral form, in order to complete form for routing, etc.										
PERFORMANCE STANDARDS						TRAINING CONTENT				
<u>Descriptive:</u> .Copies information thoroughly and accurately. .Completes task with reasonable speed. <u>Numerical:</u> .Review of X number of referral forms completed over X period of time indicates that forms are accurate and complete in X% of situations. .Completes task within X time of receipt of instructions.						<u>Functional:</u> .How to transcribe information from one source of information to a form. .How to read: case records, WIN referral forms, assistance applications. <u>Specific:</u> .Knowledge of S.O.P. for completing authorization form.				

Data	People	Things	Data	People	Things	Reas.	Math.	Lang.	TASK-NJ.
W.F. - LEVEL			W.F. - ORIENTATION				G. E. D.		
2	1	1A	85%	5%	10%	2	1	3	I.G.13
GOAL:						OBJECTIVE:			
TASK: Fills out/enters amount of food stamp purchase for a particular household and length of certification period on food stamp authorization form, according to S.O.P., in order to complete form.									
PERFORMANCE STANDARDS						TRAINING CONTENT			
<u>Descriptive:</u> .Information is entered on form accurately and completely. .Authorizations are completed promptly.						<u>Functional:</u> .How to transcribe/enter data onto forms.			
<u>Numerical:</u> .Review of X number of forms over X period of time indicates that X% are accurate and complete. .Completes task within X time of receipt of instructions.						<u>Specific:</u> .Knowledge of S.O.P. for completing food stamp authorization form.			

Data	People	Things	Data	People	Things	INSTR.	Reas.	Math.	Lang.	TASK-P.O.
W.F. - LEVEL			W.F. - ORIENTATION				G. E. D.			
3B	2	1A	45%	50%	5%	3	3	1	4	I.H.1
GOAL:						OBJECTIVE:				
TASK:						TALKS WITH CLIENT, EXPLAINING HIS RIGHT TO A FAIR HEARING AND THE PROCEDURES FOR REQUESTING ONE, FOLLOWING S.O.P., IN ORDER TO PROVIDE THE CLIENT WITH INFORMATION NEEDED TO APPLY FOR FAIR HEARING.				
PERFORMANCE STANDARDS						TRAINING CONTENT				
<u>Descriptive:</u> .Worker is clear, accurate, and thorough in explanation of procedure. .Follows S.O.P. accurately and thoroughly.						<u>Functional:</u> .How to convey information to specific audience.				
<u>Numerical:</u> .Review with X number of applicants over X period of time indicates that worker is clear, accurate in X% of explanations. .No more than X number of faulty applications or requests are made as a result of incomplete or inaccurate explanation of rights or procedures, over X period of time.						<u>Specific:</u> .Knowledge of agency fair hearing procedures. .Knowledge of rights and responsibilities of applicant/client. .Knowledge of S.O.P. for explanation of fair hearing and procedures to client.				

Data	People	Things	Data	People	Things	Reas.	Math.	Lang.	TASK - K.J.
W.F. - LEVEL			W.F. - ORIENTATION				G. E. D.		
4	3A	1A	40%	55%	5%	3	4	1	4
									I.H.2

OBJECTIVE:

GOAL:

TASK: Describes/explains right to fair hearing to client declining referral to WIN, explaining procedures and consequences, and relating explanation to client's situation, in order to inform client of possibility for fair hearing and increase his understanding of procedures.

PERFORMANCE STANDARDS	TRAINING CONTENT
<u>Descriptive:</u> .Explanations are clear, accurate. .Manner is pleasant and courteous. <u>Numerical:</u> .Review of X number of contacts over X period of time indicates that worker is clear and accurate in his explanations X% of time.	<u>Functional:</u> .How to explain processes and rights to specific audience. .How to relate general information to a specific situation. <u>Specific:</u> .Knowledge of WIN referral procedures, and penalties. .Knowledge of fair hearings, policies, and procedures. .Knowledge of client's situation.

Data	People	Things	Data	People	Things	INSTR.	Reas.	Math.	Lang.	TASK-N.J.
W.F.	LEVEL		W.F.	ORIENTATION			G.	E.	D.	
4	4A	1A	35%	60%	5%	3	4	3	4	I.H.3

OBJECTIVE:

GOAL:

TASK:

Talks about/explains/discusses fair hearing procedure with client, advises/assists client in preparing for/participating in fair hearing procedure, including processing access to available legal services if this is desired, in order to help client prepare for and participate in fair hearing.

PERFORMANCE STANDARDS

Descriptive:

- .Explanation/information is thorough, accurate, and pertinent.
- .Indicates interest and helpfulness to client and his situation.

Numerical:

- .X% of clients indicate that worker was thorough and helpful.

TRAINING CONTENT

Functional:

- .How to convey/explain information to specific audience.
- .How to relate general information to specific situation.

Specific:

- .Knowledge of fair hearing procedures and agency policies.
- .Knowledge of legal services available.
- .Knowledge of client's situation.

Data	People	Things	Data	People	Things	INSTR.	Reas.	Math.	Lang.	TASK-YJ.
W.F.	LEVEL		W.F.	ORIENTATION			G. E. D.			
4	4A	1A	45%	50%	5%	4	4	3	4	I.H.4

GOAL:	OBJECTIVE:
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TASK:	Discusses, asks/answers questions regarding case situation with applicant/client who has indicated dissatisfaction with the agency's decision and has expressed desire for a fair hearing, in order to explore issues and obtain additional information that may alter the agency decision and avoid need for a formal hearing.
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PERFORMANCE STANDARDS	TRAINING CONTENT
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<u>Descriptive:</u> .Worker has understanding of problem and is sensitive to applicant/client's feelings. .Questions and responses to applicant are clear and pertinent. .Reasonable number of interviews result in formal hearing being avoided. <u>Numerical:</u> .Review with X number of applicants over X period of time indicates worker has conveyed information clearly and concisely and asked appropriate questions in X% of cases. .No more than X number of applicants over X period of time indicate worker was not understanding, nor sensitive to their problems. .No more than X% of clients whose problem might have been solved by interview are scheduled for formal hearing.	<u>Functional:</u> .How to convey/obtain information to/from specific audience. .How to relate general regulations/principles to specific situation. <u>Specific:</u> .Knowledge of specific information necessary to preclude need for formal hearing. .Knowledge of client's situation. .Knowledge of agency policies and procedures leading to decision.
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Data	People	Things	Data	People	Things	Reas.	Math.	Lang.	TASK NO.	
W.F. - LEVEL			W.F. - ORIENTATION			INSTB.	G. E. D.			
4	1A	1A	80%	10%	10%	4	4	3	4	
GOAL:					OBJECTIVE:					I.H.5
TASK: Reviews/evaluates additional information presented by the applicant/client in relation to prior agency decision, e.g., eligibility, amount of grant, etc., using guidelines as necessary, in order to make preliminary decision as to whether or not change is warranted.										
PERFORMANCE STANDARDS					TRAINING CONTENT					
<u>Descriptive:</u> .Decision is conscientious and fair, and reflects good judgment and proper use/interpretation of guidelines. <u>Numerical:</u> .Less than X% of decisions are altered or rescinded as result of review.					<u>Functional:</u> .How to assess circumstances reported, distinguishing facts from assumptions, in relation to guidelines. <u>Specific:</u> .Knowledge of agency's eligibility policies, requirements, and procedures. .Knowledge of case situation.					

Data	People	Things	Data	People	Things	Reas.	Math.	Lang.	TASK·NO.
W.F.	LEVEL		W.F.	ORIENTATION		G.	E.	D.	
3B	1A	1A	75%	5%	20%	3	4	1	4
									I.H.6

GOAL:

OBJECTIVE:

TASK: Reads/reviews case record containing facts of case and circumstances of decision disputed by client, and summarizes relevant information according to S.O.P., utilizing reports from client and collaterals, and agency guidelines, in order to prepare summary for fair hearing.

PERFORMANCE STANDARDS

Descriptive:

.Summary is factual, pertinent, concise, and complete.

Numerical:

.Review of X number of summaries over X period of time indicates that X% are accurate and complete, containing no omissions or errors.

TRAINING CONTENT

Functional:

.How to write/compose a summary of information from several sources.
.How to read: case records, etc.

Specific:

.Knowledge of what information is essential in fair hearing decision summary.
.Knowledge of agency fair hearings procedures.

Data		People	Things	Data	People	Things	Reas.		Math.	Lang.	TASK NO.
W.F. - LEVEL				W.F. - ORIENTATION			G. E. D.				
4	1A	1A	1A	90%	5%	5%	4	3	4	I.H.8	
GOAL:											
TASK: Reads/examines record of fair hearing, reviewing and evaluating testimony on issues in relation to agency regulations and policies, in order to determine status of case.											
OBJECTIVE:											
PERFORMANCE STANDARDS						TRAINING CONTENT					
<u>Descriptive:</u> .Analysis is thorough. .Conclusions are consistent with the given information/agency policy. .Evaluation is completed with reasonable speed. <u>Numerical:</u> .Review of X number of decisions over X period of time indicates that fewer than X% show inconsistencies between conclusions and data, oversight of information, or error in interpretation of data.						<u>Functional:</u> .How to analyze record data, distinguishing facts from assumptions, in relation to policy. <u>Specific:</u> .Knowledge of eligibility regulations, policies, and procedures. .Knowledge of fair hearing procedures of agency.					

Data	People	Things	Data	People	Things	Reas.	Math.	Lang.	TASK-F.O.
W.F.	LEVEL		W.F.	ORIENTATION		INSTR.	G. E. D.		
4	1A	1A	90%	5%	5%	4	4	3	4
									I.H.9

OBJECTIVE:

TASK: Reviews/evaluates report on fair hearing decision, in relation to agency guidelines, in order to determine corrective action required.

TRAINING CONTENT

Descriptive:

- .Analysis is thorough and accurate.
- .Reports are completed promptly.
- .Corrective action recommended is consistent with available data.

Numerical:

- .In sample of reports reviewed, X% are completed promptly.
- .Less than X% of recommendations for corrective action are not followed because they are inappropriate.

Functional:

- .How to evaluate data in relation to guideline and precedents.

Specific:

- .Knowledge of agency eligibility regulations/policy.
- .Knowledge of fair hearing procedures, and precedents relating to case under review.

Data	People	Things	Data	People	Things	Reas.	Math.	Lang.	TASK-NO.
W.F. - LEVEL			W.F. - ORIENTATION				G. E. D.		
4	1A	1A	90%	5%	5%	5	3	5	I.H.10
GOAL: OBJECTIVE:									
TASK: Reviews and evaluates fair hearing decisions in relation to existing agency policy and procedures, in order to judge whether issues raised and decisions rendered require change in policy or procedure.									
PERFORMANCE STANDARDS					TRAINING CONTENT				
<u>Descriptive:</u> .Worker draws justified inferences and conclusions. .Evaluation is clear, concise, and related to decisions and agency guidelines. <u>Numerical:</u> .Sample of worker's evaluations and recommendations over X period of time indicates that in X% of situations worker is justified in making decision.					<u>Functional:</u> .How to evaluate application of policies and procedures in relation to needs/realities/practicalities. <u>Specific:</u> .Knowledge of agency policies, eligibility, and procedures. .Knowledge of background of decision.				

Data	People	Things	Data	People	Things	INSTR.	Reas.	Math.	Lang.	TASK-N.O.
W.F. - LEVEL			W.F. - ORIENTATION							
4	1A	1A	90%	5%	5%	5	5	3	5	I.H.11
GOAL:						OBJECTIVE:				
TASK: Formulates/writes out recommended changes in procedures and policies developed from review of fair hearings, in order to update agency policies and procedures.										
PERFORMANCE STANDARDS						TRAINING CONTENT				
<u>Descriptive:</u> .Worker shows competence in regard to writing out recommended changes. .Formulations incorporate all essential changes.						<u>Functional:</u> .How to write policies and regulations. .How to extract relevant, specific information from a mass of data.				
<u>Numerical:</u> .Sample of written material made over X time indicates that writings spell out intentions. .Over X time, written formulations incorporate all essential changes in X% of situation.						<u>Specific:</u> .Detailed knowledge of agency policies, eligibility requirements, and agency procedures. .S.O.P. for handling agency policies and procedures.				

Data	People	Things	Data	People	Things	INSTR.	Reas.	Math.	Lang.	TASK NO.
W.F.	LEVEL		W.F.	ORIENTATION			G.	E.	D.	
3B	3A	1A	45%	50%	5%	3	3	2	4	I.I.I
GOAL: OBJECTIVE:										
TASK: Discusses/describes/answers questions about agency program, services, and other available community resources/services with neighborhood residents of area served by agency, using agency book/guide of community resources and services as needed, encouraging residents to take advantage of the services, in order to provide information necessary for residents to utilize the services of the welfare and other community agencies.										
PERFORMANCE STANDARDS						TRAINING CONTENT				
<u>Descriptive:</u> .Explanation is thoughtful, complete, and clear, and related to needs. .Suggestions are feasible for individuals. .Shows concern for people and their problems. .Manner is pleasant and encouraging. <u>Numerical:</u> .X% of a sample of applicants report worker was courteous, showed concern for them and their problems, suggestions for action were within their ability, or was supportive and provided encouragement. .Review by agency of X% of a sample of worker's referrals to own agency or other community service agencies were appropriate.						<u>Functional:</u> .Knowledge of general problems and needs of residents in community or geographic area. .How to listen to prospective applicant's expression of problem or situation. .How to relate description of agency and other community services resources to encourage their use by a specific audience. <u>Specific:</u> .Knowledge of agency's programs and procedure for applying; location(s); transportation. .Knowledge of community resources.				

Data		People		Things		Data		People		Things		Reas.		Math.		Lang.		TASK-NO.	
W.F. - LEVEL						W.F. - ORIENTATION						INSTR.		G. E. D.					
3B	2	1A	45%	50%	5%	3	3	2	4	I.I.2									
GOAL:												OBJECTIVE:							
TASK: Talks with specified individuals working in various community agencies, e.g., Family Service, Salvation Army, Traveler's Aid, neighborhood centers, explaining as necessary program and eligibility criteria, and asking for referrals, in order to obtain names of potential applicants.																			
PERFORMANCE STANDARDS												TRAINING CONTENT							
<u>Descriptive:</u> .Is open and receptive to referrals. .Is articulate and clear in explanations. .Is understanding, tactful, and amiable. <u>Numerical:</u> .Less than X n mber of complaints of worker's lack of understanding, manner/attitude are received from other community service agencies over X period of time.												<u>Functional:</u> .How to explain information to and elicit responses from specified audience. <u>Specific:</u> .Knowledge of various community agency services. .Knowledge of own agency programs and S.O.P. for obtaining referrals.							

Data	People	Things	Data	People	Things	Reas.	Math.	Lang.	TASK-NO.
W.F. - LEVEL			W.F. - ORIENTATION			INSTR.	G. E. D.		
3B	2	1A	40%	55%	5%	3	2	4	I.I.3
GOAL:						OBJECTIVE:			
TASK: Asks questions, listens to/notes responses of community residents on specified economic and social needs, in order to obtain information needed to write a report on needs and problems of neighborhood / geographic areas served by agency.									
PERFORMANCE STANDARDS						TRAINING CONTENT			
<u>Descriptive:</u> .Information obtained is accurately and thoroughly noted. .Worker is understanding, tactful, and amiable. <u>Numerical:</u> .X% of workers over X period of time report that information obtained by worker was accurately and completely noted. .X% sample of residents in given community over X period of time report worker showed concern for their problem/situation.						<u>Functional:</u> .How to elicit information from specific audience. .Knowledge of general economic and social problems of community residents. <u>Specific:</u> .Knowledge of information to be obtained. .Knowledge of S.O.P. for recording/noting data obtained.			

Data	People	Things	Data	People	Things	INSTR.	Reas.	Math.	Lang.	TASK-NO.
W.F. - LEVEL		W.F. - ORIENTATION								
3B	2	1A	40%	55%	5%	3	3	1	4	I.I.4
GOAL:						OBJECTIVE:				
TASK: Hands out agency literature at community meetings, answers general questions of recipients, listens to questions of attendees, answers questions of a general nature within limits of competence, and directs persons with specific questions to appropriate agency staff, in order to give information.										
PERFORMANCE STANDARDS						TRAINING CONTENT				
<u>Descriptive:</u> .Answers are accurate and referrals to staff are appropriate. .Manner is pleasant and courteous. <u>Numerical:</u> .Over X period of time, no more than X number of complaints are made by agency staff that inappropriate referrals were made by worker. .No more than X complaints from meeting attendees that answers were inaccurate or manner was unpleasant/discourteous.						<u>Functional:</u> .How to present information to specific audience. .How to select information from a mass of data on the basis of requests/needs. <u>Specific:</u> .How to obtain agency literature. .Knowledge of agency program; some specifics of agency policies. .Knowledge of staff: areas of specialty or responsibility.				

Data	People	Things	Data	People	Things	INSTR.	Reas.	Math.	Lang.	TASK-NJ.
W.F. -- LEVEL		W.F. -- ORIENTATION				G. E. D.				
2	1A	2A	25%	5%	70%	2	2	1	2	I.I.5
GOAL:						OBJECTIVE:				
TASK:						Sets up overhead projector, lectern, blackboard, and other equipment, adjusts lighting and ventilation, arranges seating and furnishings according to instructions, in order to prepare equipment and room for community meeting.				
PERFORMANCE STANDARDS						TRAINING CONTENT				
<u>Descriptive:</u> .Equipment is properly set up. .Arrangements are completed thoroughly, according to instructions.						<u>Functional:</u> .How to read: instructions for setting up equipment, etc.				
<u>Numerical:</u> .No more than X complaints that equipment was not set up, or room arranged according to instruction.						<u>Specific:</u> .How to prepare equipment for use: overhead projector, screen. .How to adjust lighting and ventilation in room to be used. .Knowledge of requirements for seating and arrangement.				

Data	People	Things	Data	People	Things	Reas.	Math.	Lang.	TASK-NO.
W.F. - LEVEL		W.F. - ORIENTATION		G. E. D.		G. E. D.		I. I. 6	
2	1A	2B	25%	5%	70%	2	1	2	I. I. 6
GOAL:						OBJECTIVE:			
TASK: Installs reel, inserts and threads film in projector, following schematic/diagram; starts, stops, and controls the operation of projector, making necessary adjustments, in order to show film at meeting.									
PERFORMANCE STANDARDS						TRAINING CONTENT			
<u>Descriptive:</u> .Threads film and adjusts and runs projector carefully and correctly. <u>Numerical:</u> .Over a period of time, no more than X number of interruptions due to failure to thread film or operate projector properly.						<u>Functional:</u> .How to operate a movie projector. <u>Specific:</u> .How to operate a specific projector, i.e., 8 mm, 16mm, etc.			

Data	People	Things	Data	People	Things	INSTR.	Reas.	Math.	Lang.	TASK NO.
W.F. - LEVEL			W.F. - ORIENTATION					G. E. D.		
2	1	1A	65%	10%	25%	2	1	1	1	I.I.7

OBJECTIVE:

TASK: Delivers/hands out literature to applicants' and clients' homes, following instructions on where and how to leave literature along prescribed route, in order to distribute agency literature.

PERFORMANCE STANDARDS

Descriptive:

- .Delivers literature correctly, according to instructions.
- .Completes task in reasonable time.

Numerical:

- .Distributes all specified literature.
- .X% of those surveyed indicate receipt of literature.

TRAINING CONTENT

Functional:

- .How to follow prescribed route and instructions.
- .How to read: names, lists, addresses.

Specific:

- .How to obtain and deliver literature.
- .Knowledge of geographic area of deliveries.